

THE SCHOOL GOVERNMENT CHRONICLE

AND
EDUCATION REVIEW

Vol. cxlv. No. 3,324
(Established, 1871).

Incorporating "The Education Authorities Gazette"

JULY, 1952
ONE SHILLING

LOCKERBIE and WILKINSON

ALEXANDRA
TIPTON

WORKS
STAFFS

★ CLOAKROOM FITTINGS
★ IRONMONGERY
★ SLIDING DOOR GEAR
★ CYCLE RACKS
★ PIANO ROLLERS

J. ALCOE & SONS LTD. (Schools Section B)

772/774, Romford Road, London, E.12 Telephone: Ilford 0085

HARDWOOD IMPORTERS

have pleasure in offering stocks FREE OF LICENCE
suitable for School Handicraft Work

OAK SQUARES AND BATTENS. PLANED ALL ROUND

Size	Per ft. run	Per 100-ft. run	
1-in. x 1-in.	3d.	24/-	Absolutely Prime and Dry.
1-in. x 1½-in.	4½d.	36/-	Lengths average 2-ft.—8 ft.
1-in. x 2-in.	6d.	48/-	
1½-in. x 1½-in.	6d.	48/-	Finished size about ¼-in.
2-in. x 2-in.	1/-	96/-	smaller than size stated.
2-in. x 3-in.	1/6	144/-	

JAPANESE OAK. PRIME SQUARE EDGED SAWN DRY

Thickness	Widths	Per sq.-ft.	Lengths 6-ft.—8-ft. average 8-ft.
¾-in.	8-in.—14-in.	2/6	Only sold by the board.
1-in.	6-in.—10-in.	4/-	Average board of 1-in. costs
2-in.	6-in.—14-in.	8/-	approx. 20/-.

Beautiful quality. Very mild. The ¾-in. and 1-in. boards are highly figured.

OBECHÉ SQUARES AND BOARDS. PLANED ALL ROUND

Size	Per 100-ft. run	Size	Per 100-ft. run
1-in. x 1-in.	20/10	¾-in. x 7-in.	91/6
1-in. x 1½-in.	31/3	1-in. x 6-in.	93/9
1-in. x 2-in.	41/8	1-in. x 9-in.	197/-
1½-in. x 1½-in.	51/8	1-in. x 6-in.	135/-
2-in. x 2-in.	83/4	1-in. x 3-in.	62/6

This is a very popular substitute for softwood, yellow in appearance. Very easy to work, does not split or warp. Free of knots. Dry. 50-ft. lots supplied at the 100-ft. rate. Finished size about ¼-in. smaller than stated.

DOWELS, BEECH SANDED, FACED HARDBOARD, PLYWOOD, VENEERS.

FREE DELIVERY.—Write for our complete list. All goods are offered subject to being unsold. J. ALCOE AND SONS LTD., have been supplying woodwork timber to schools for over forty years.

MADE BY
Cliff
IN ENGLAND

SCHOOL BALLS
FOOTBALL
NETBALL
RUGGER
ROUNDERS BALLS
PHYSICAL
TRAINING
and all games

ASK YOUR
LOCAL SPORTS
DEALERS
FOR
PARTICULARS



Established 1873

Jabez Cliff & Co. Ltd., Walsall

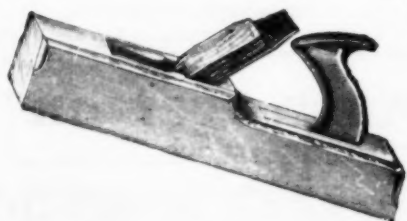
PLEASE SPECIFY IN YOUR NEXT REQUISITION

"Zyto" TOOLS

(Pronounced Zi-TOE)

IF YOU SEE THE WORD
"Zyto" ON A TOOL
YOU KNOW IT IS THE
FINEST BRITISH TESTED
TOOL MANUFACTURED

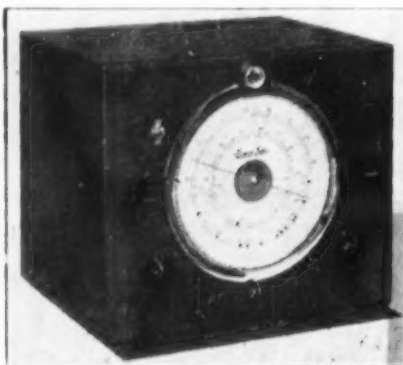
Complete Catalogue of Wood
and Metal Working Tools
free to institutes and instructors



S. TYZACK & SON LTD.

(Dept. S.C.5)

341, 343 and 345 OLD STREET, LONDON, E.C.1



EDUCATIONAL RADIO

—B.B.C. APPROVED—

The latest model of the **Sch/Special Six Equipment** includes a lock-on cover, visual tuning indicator plus all the refinements common to the thousands of the Sch/Special Six sets used exclusively by schools in the United Kingdom.

Equipments have been supplied to the Education Committees, and to Schools

ABERDEEN, ANGUS, ANTRIM, AYRSHIRE, BED CAERNARVON, CAMBRIDGE, CARMARTHEN, CHESHIRE CUMBERLAND, DENBY, DEVON, DORSET, DURHAM, DL FLINTSHIRE, GLAMORGAN, GLOUCESTER, HANT HUNTINGDON, ISLES OF ANGLESEY AND HOLYHEAD ISLE OF MAN, ISLE OF WIGHT, KENT, LANARK, LONDONDERRY, MID LOTHIAN, MIDDLESEX, MONMOUTH NORTHUMBERLAND, NOTTINGHAM, OXFORD, PEMB RENFREW, ROSS-SHIRE, SALOP, SOMERSET, STAFFOR WARWICK, WEST LOTHIAN, WESTMORLAND, WIC YORKSHIRE, etc., etc., etc.

The **SCH/SPECIAL SIX EQUIPMENT**, is not a conventional exclusive design for a special purpose, available only for direct Education Authorities, etc.

SOUND SALES LTD

TE



PRACTICAL SCHOOL FURNITURE BY

The Mann Egerton range of standard designs includes furniture for the classroom, dining hall, art room, laboratory, domestic science room, etc. Write for full details.

Mann Egerton

MANN EGERTON AND COMPANY LIMITED • NORWICH • PHONE 20291

WAY PAGE

designed not only for strength and suitability for the purpose, but with due regard to comfort and beauty. The proportions are right for the youthful readers. It is a pleasure to read or study in such harmonious surroundings.

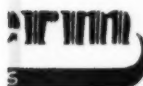


THE NEW LIQUID CLEANER

Hailed by Thousands!

The most successful of all soap substitutes. More efficient than soap because of its remarkable properties in removing grease. Excellent for glass, porcelain, fabrics, paintwork and washable distemper.

IGHLY



The "ROBBICAN"
5 gallon containers.
Easy to lift and carry.
Pours without spilling.
No tap or pump required.

EATON, YORKSHIRE

VY IES

and sound distribution equipment for schools



The Hall, Litherland Secondary Modern Girls' School

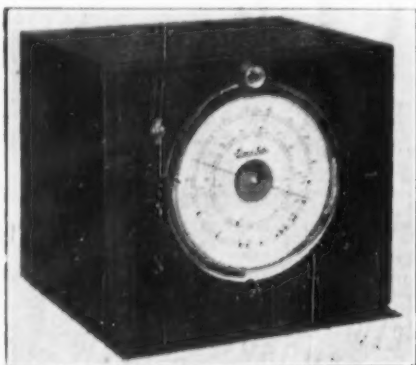
The equipment supplied to the Litherland Secondary Modern Girls' School was designed to be built into the school as construction work progressed. All class rooms are fitted with sockets into which loudspeakers can be plugged. The sockets are fed from a centralised amplifier rack equipped with radio and gramophone. A sufficient number of speakers is provided to meet all requirements. There is a portable gramophone unit complete with amplifier, and the music room has its own gramophone equipment. Loudspeakers are mounted behind the grilles in the hall (illustrated above).

Approved by the School Broadcasting Council for the United Kingdom



Equipment is available on rental terms which include maintenance

COMMUNICATION SYSTEMS LTD. (Proprietors: Automatic Telephone & Electric Co. Ltd.) Strower House, Arundel Street, London, W.C.2. Telephone: TEMple Bar 4506. Telegrams: Commsys, London. Branches throughout the country. CS 11331-THX22.



EDUCATIONAL RADIO

—B.B.C. APPROVED—

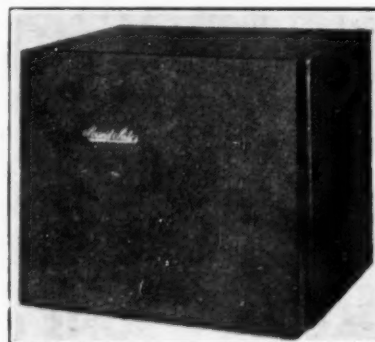
The latest model of the **Sch/Special Six Equipment** includes a lock-on cover, visual tuning indicator plus all the refinements common to the thousands of the Sch/Special Six sets used exclusively by schools in the United Kingdom.

Price of the latest equipment, comprising Radio Receiver, and separate Auditorium Speaker in box baffle, remains unaltered at £23 5s. 0d., plus purchase tax.

Equipments have been supplied to the Ministry of Works, the Education Committees, and to Schools, in the counties of:

ABERDEEN, ANGUS, ANTRIM, AYRSHIRE, BEDFORD, BERKS, BUCKINGHAM, CAERNARVON, CAMBRIDGE, CARMARTHEN, CHESHIRE, CLACKMANNAN, CORNWALL, CUMBERLAND, DENBY, DEVON, DORSET, DURHAM, DUMFRIES, ESSEX, EAST LoTHIAN, FLINTSHIRE, GLAMORGAN, GLOUCESTER, HANTS., HEREFORD, HERTFORD, HUNTINGDON, ISLES OF ANGLESEY AND HOLYHEAD, ISLES OF BUTE AND ARRAN, ISLE OF MAN, ISLE OF WIGHT, KENT, LANARK, LANCs., LEICESTER, LINCOLN, LONDONDERRY, MID LoTHIAN, MIDDLESEX, MONMOUTH, MONTGOMERY, NORFOLK, NORTHUMBERLAND, NOTTINGHAM, OXFORD, PEMBROKE, PERTH AND KINROSS, RENFREW, ROSS-SHIRE, SALOP, SOMERSET, STAFFORD, SUFFOLK, SURREY, SUSSEX, WARWICK, WEST LoTHIAN, WESTMORLAND, WIGTOWN, WILTS., RIDINGS OF YORKSHIRE, etc., etc., etc.

The **SCH/SPECIAL SIX EQUIPMENT**, is not a converted domestic receiver; it is an exclusive design for a special purpose, available only for direct distribution to Schools, Colleges, Education Authorities, etc.



SOUND SALES LTD., WEST STREET, FARNHAM, SURREY

TELEPHONE: FARNHAM 6461/7/3.



Designed

FOR COMFORT HARMONY & EFFICIENCY

Furniture for the school library, like all furniture made by Mann Egerton, is designed not only for strength and suitability for the purpose, but with due regard to comfort and beauty. The proportions are right for the youthful readers. It is a pleasure to read or study in such harmonious surroundings.

PRACTICAL SCHOOL FURNITURE BY

The Mann Egerton range of standard designs includes furniture for the classroom, dining hall, art room, laboratory, domestic science room, etc. Write for full details.

Mann Egerton

MANN EGERTON AND COMPANY LIMITED • NORWICH • PHONE 20291



THE NEW LIQUID CLEANER

Hailed by Thousands!

The most successful of all soap substitutes. More efficient than soap because of its remarkable properties in removing grease. Excellent for glass, porcelain, fabrics, paintwork and washable distemper.

- ★ IT'S UNRATEDIONED
- ★ IT'S LOW IN COST
- ★ IT'S EASY TO USE
- ★ IT'S HYGIENIC
- ★ IT CLEANS THOROUGHLY



Available in
1 gall. and 5 gall. CANS
40 gall. DRUMS

Killgerm
PRODUCTS

The "ROBBICAN"
5 gallon containers.
Easy to lift and carry.
Pours without spilling.
No tap or pump required

KILLGERM CO. LTD., CLECKHEATON, YORKSHIRE

P.P.S.



High efficiency broadcast and sound distribution equipment for schools



The Hall, Litherland Secondary Modern Girls' School.

The equipment supplied to the Litherland Secondary Modern Girls' School was designed to be built into the school as construction work progressed. All class rooms are fitted with sockets into which loudspeakers can be plugged. The sockets are fed from a centralised amplifier rack equipped with radio and gramophone. A sufficient number of speakers is provided to meet all requirements. There is a portable gramophone unit complete with amplifier, and the music room has its own gramophone equipment. Loudspeakers are mounted behind the grilles in the hall (illustrated above).

Approved by the School Broadcasting Council for the United Kingdom



Equipment is available on rental terms which include maintenance

COMMUNICATION SYSTEMS LTD. (Proprietors: Automatic Telephone & Electric Co. Ltd.) Strouger House, Arundel Street, London, W.C.2. Telephone: TEMple Bar 4506. Telegrams: Commsys, London. Branches throughout the country. CS 11331-TMX22.



The fundamental thing in school hygiene is cleanliness

During the summer, School Medical Officers can feel relieved that epidemics are unlikely; coughs and colds vanish in the sunshine. But there are always such problems as the cleanliness of the school buildings to consider.

In lavatories, washrooms, classrooms and dining rooms, there must always be real cleanliness. Walls and floors must not just look clean — they must *be* clean. How is this to be achieved? The Izal Service for School Hygiene has been planned to give true cleanliness throughout schools of all types, thereby guarding the children who work and play in them.

Get in touch with Newton Chambers and arrange for a specialist to call and discuss how the Izal Service can be planned to fit your special needs.



Desks, lockers, ledges, window sills and cupboards should be "damp dusted" daily with dusters wrung out in a dilute solution of Izal Germicide. Floors should be swept daily with Izal Dustless Sweeping Compound, using "Thorncliffe" Brooms, specially designed for dustless sweeping.



THE IZAL SERVICE FOR SCHOOL HYGIENE

NEWTON CHAMBERS & COMPANY LIMITED, THORNCLIFFE, SHEFFIELD

The SCHOOL GOVERNMENT CHRONICLE

AN INDEPENDENT MONTHLY REVIEW OF EDUCATION.

No. 3,324. VOL. CXLV.

JULY, 1952

Public Education should be Outside Party Politics

Said ALDERMAN WILLIAMS (Liverpool), President of the Association of Education Committees, in his Presidential Address to Conference.

I have decided to avoid what may be termed the major political issues not least because I believe that the field of public education should be outside the narrow confines of party politics, and I am thinking more particularly at this moment of what the Local Education Authorities have achieved in the development of the whole scheme of education envisaged in the Butler Act of 1944. If there is such a thing as the fabric of education, it surely is defined in that Act with its emphasis on the three progressive stages of Primary, Secondary and Further Education and its clear statement that it is the duty of the Local Education Authority for every area to contribute towards the spiritual, moral and physical development of the community by securing that efficient education throughout those stages shall be available to meet the needs of the population in their area. Successive Ministers of Education on the one hand and responsible members of Local Education Authorities on the other have, during these latter years, consistently pressed the necessity for the development of the moral and spiritual life of the boys and girls in all types of school and in this and in the action which the Local Authorities have taken in the last seven years, I see real hope.

The Spiritual Approach.

We are living in an age of materialism and at a time when the direct influence of the Christian Church is less effective than it was fifty years ago. With many children the only Religious Education which they get is in the school and I am very glad to know that the great majority of teachers are giving to our school children the basis of the Christian teaching with sincerity and conviction. The compilation of agreed syllabuses of religious instruction required by the Act has brought together clergy and ministers of different denominations, the teachers, and the Local Authorities' administrators both lay and professional and has caused them to think again on these problems which so vitally affect the spiritual life and education of the children. I believe that this approach is already having effect in the increased number of young people who are associated with churches of all denominations and I hope that this important side of our work, strengthened by the formation of parent-teacher associations where the problem of religious education at home as well as at school can be discussed, will both widen and deepen. I have myself had a lifetime's experience of church membership and of active participation in the Service of the Church and I take this opportunity of expressing my own sense of sincere gratitude for that privilege.

School Buildings.

Probably the most marked and obvious result of the immediate post-war development has been in the building of new schools, not only those catering for the population in new housing estates but those which have made possible the reorganization of our system into its first two stages of Primary and Secondary Education. I am a builder and I have therefore taken a very close interest in the new schools which we have built and are building in Liverpool and in those that I have seen in other parts of the country. In the first flush of post-war enthusiasm, there was much in the building of schools which might be termed extravagant but I believe that with the limitations that have been set through the shortage of material and labour, the schools now being designed and built cannot in any sense be called extravagant and yet with the exercise of ingenuity, quite appropriately fulfil their function. Here I would pay tribute to the Building Bulletins which the Ministry of Education have issued and to the way in which the Minister's officers have co-operated with the Local Authorities, not only through their readiness to discuss individual problems with individual authorities but through their holding of conferences at Ashridge last year, at one of which I was pleased to take part. We all regret that the times do not allow the building of schools in place of old and out-dated premises and we realize that priorities must lie with the needs in new housing estates, but I am glad to recognize that with all the difficulties of the times there is money available for the development of technical education at its middle as well as at its higher levels.


Training the Craftsmen.

I am, of course, interested in all aspects of our educational provision whether it be the Nursery School at the one end or the Teachers' Training College at the other, but if I have a long-standing interest which has held my attention over the years, it is my interest in the provision of technical education particularly for the craftsman and the apprentice. Here through the various schemes of day release and through the evening institutes and local technical colleges, young men get the opportunity to develop their own special skills and to gain qualifications which will stand them in good stead in their future career. The proportion of young people who attend evening institutes and colleges of further education is very much higher than the general public realize and in some age groups no fewer than one in four are giving up one or two nights, or even more, a week in fitting themselves for their chosen job.

If we are to maintain our place as a great industrial nation, this side of our work should expand still further, and I would plead with employers to give the most extensive facilities possible and the fullest encouragement to their younger people to take advantage of our further education classes and courses. The cost to the student, and that cost is very often borne by the firm, is very small indeed, 2d. or 3d. an hour does not represent a high charge and is well within the pocket of the young man of to-day, particularly when we remember that £3 a week is an average wage for the eighteen or nineteen year-old in industry and commerce. I am sure there is value in raising the fees we charge for further education classes and courses; I am sure those classes would be even more appreciated if the cost was raised quite substantially.

The training of the young craftsmen, many of whom will become foremen, is vital to our success as an industrial nation. We are again feeling the competition of other countries, and we must ensure that the standards of craftsmanship which, over long years, have established British products throughout the world, are not only not lowered, but are improved. It is true that much of the training is properly carried on in the factories, but further experience of technical processes and the provision of training in fundamental science are the objects which we, as Local Authorities, must continue to undertake in our Further Education Institutions. In all this, we must remember the need for emphasizing qualities of leadership and an understanding of the whole of the processes in a particular industry, so that the craftsmen and foremen of to-morrow will be educated men.

for cycle parking that is
simple, orderly and
... maintenance free



specify

Stelcon reinforced concrete

BICYCLE BLOCKS & SHED UNITS

STELCON (INDUSTRIAL FLOORS) LTD.
CLIFFORDS INN. Tel. HOL 2916. LONDON, E.C.4

Higher Technological Education.

We all await, indeed with increasing impatience, the Government's decision on the development of higher technological education. This has been discussed so long, by so many bodies with so little real result. It is true that in the meantime, Local Education Authorities have gone ahead with their own schemes, and that the universities have themselves doubled the number of technological students within three years of the end of the war, but we need now a clear-cut decision on the relative responsibilities of the Local Authorities, the Ministry and the universities so that we may plan as part of a coherent scheme. I hope it will be in the very near future that we learn what Government policy is going to be, and I trust that that policy will pay due regard to the way in which Local Education Authorities have built up their schemes of higher technological education to a very high level in connection with the particular industries of the locality. Furthermore, such education is expensive, and I trust that the Government grant will be of sufficient proportion to encourage the Local Authority to continue and expand its provision.

Major Awards.

I have been speaking of the young people who enter industry after leaving school at fifteen or sixteen, and of those who further their skills in part-time study. But there is, of course, a very greatly increased number of full-time students at universities, rising as it has done from 50,000 in 1938 to 83,000 last year. This tremendous increase reflects the result of our secondary education over the last ten or fifteen years and the increased desire on the part of parents to ensure that their children get the chance of the best education. We all appreciate the assistance on such a great scale given directly by the State to the universities so that they might expand, and given by the Local Authority and the State to the students so that lack of means might not be a bar to attendance. This greatly increased scheme of grant-in-aid to students has been the subject of discussion between ourselves and the Ministry in recent months, and while I feel that every possible consideration must be given to the students' economic background, there must clearly be a limit to the amount of aid which the State or the Local Authority is prepared to give to individual students. I am somewhat disturbed by the proposals to give general aid to the students in their holiday time, and I feel that the figures that we have now agreed represent the maximum which must be given in necessitous cases. We can surely leave something to the enterprise of the young men or young women if they wish to add to their income during their vacation time. Many of them do so now without, I believe, harm to themselves, and indeed, in many instances to some advantage, if their vacation work takes them abroad or into some field of activity which may be related to the subject of their studies.

There is one matter in relation to University Awards on which I know you will be with me and that is the way in which the increase in the number of State Scholarships and Supplementary Awards has not reached the figures proposed by the Working Party, while the number of Awards given by Local Authorities has exceeded the number suggested by the Working Party. This has meant a considerable additional financial burden to the Local Authorities and I hope that the Ministry on their side will fulfil their part of the bargain suggested by the Working Party.

The School Health Service.

In the development of our educational services since the war, there has arisen the real danger of damage to the School Health Service, and indeed the Dental Service, which forms part of that, has suffered severe damage. It is a tragedy that work which has taken thirty years or more to build up should suffer so serious a setback for we have grown very proud of the development of our School Health

Service, tied up as it is to the provision of Special Schools. We shall resist any attempt to bring the School Health Service into the National Health Service, and we shall do what we can to restore the School Dental Service to the place which it had before the war.

The health of the school child, and particularly the care of handicapped children which is linked so closely with the School Health Service, is essentially a matter for the Education Authority. I speak with a background of experience in Liverpool, where we have a great variety of Special Schools. I have the privilege to be the Chairman of the Managing Body of the School for Spastic Children which we established some three years ago. Here indeed is a work thoroughly worth while, where children who otherwise would have had little or no chance to develop into useful adult citizens are taught to overcome their very serious handicap, and are given the opportunity to develop their intelligence and their physical powers through special educational methods. In this work particularly the combination of teacher, physiotherapist, speech therapist, doctor, psychologist and parent is seen to real advantage.

The Secondary Modern School.

There is not time in an Address of this kind to deal with more than a few of the facets of our educational system but I feel that we can speak with real confidence of the development of the Secondary Modern School since the raising of the school-leaving age. These schools are attended by the great majority of the boys and girls of eleven to fifteen and in their approach to the curriculum there is a sense of the real needs of the adolescent. These schools must remain free from the dictates of external examinations and must in no sense be pale attempts to copy other types of secondary school. The emphasis on the practical, on local studies and on the desire of the adolescent boy or girl to feel a satisfaction in what he or she is doing, is a step forward and I believe is offering real hope for the less academic children.

We are all concerned with the rapidly increasing cost of Education, and it is disturbing that so many of our critics base their attack solely on the cost in pounds, shillings and pence, without knowledge and appreciation of the work we are doing and the way we are doing it. When we remember what we have faced during the last six years in rebuilding schools destroyed during the war (we lost over 20,000 school places in the bombing in Liverpool), in meeting the needs to accommodate the extra year of schoolchildren, and in meeting the most recent need to accommodate the oncoming infant children in their so much larger numbers, the cost of this physical provision itself is high and completely unavoidable. Our critics should appreciate that the cost of building schools is bound to be affected by the increase of building costs just as much as houses or factories.

A False Economy.

The cost of the tools of the trade of education, books, stationery, and apparatus, have risen in the same way as the cost of materials has risen in other fields of activity, and the cost of teachers' salaries has risen again in relation with the general rise of salary and wage rates during the last six or seven years. Overall, I doubt very much whether the cost of Education provision has risen more in proportion than any other commodity, and in relation to some goods and services it has not risen proportionately as high. I believe we must exercise a proper economy, but it would be false economy not to build good schools, not to maintain schools, already built, in their fabric, and not to give the children the necessary materials and apparatus to learn and to develop.

We must justify our increasing expenditure by the product of the schools and by the happiness of the children in the schools. It is true that our children are happy in school to-day. They are healthy and well-built. I wish I thought that they were able to add, subtract, multiply,

divide and read and write as well as we could — my Director assures me that they can, and talks about "rose-coloured spectacles of nostalgia" when I embark on this theme! But what I can say assuredly is, that with the co-operation of the teachers, and I pay tribute to the great amount of work they do out of school hours in the interest of the children in their sports and school societies, we can ensure that the generation to come will be worthy of the care that we have given them, worthy of the money we have spent on them, and worthy of the faith we have in them.

Minister Approves Burnham Awards

The Minister of Education has approved amendments of the Burnham Reports on teachers' salaries to provide that, with effect from 1st July, 1952, there shall be a special addition to salaries hitherto payable, at the rate of £40 per annum for men and £32 per annum for women.

This applies to teachers in primary and secondary schools, establishments for further education and farm institutes maintained by local education authorities.

For the educational year, 1951-52, the London County Council made to governing bodies block grants totalling £1,219,770 towards the maintenance of polytechnics and technical colleges. The governing bodies have applied for grants for 1952-53 amounting to £1,619,033, and the Sub-Committee recommended that grants should amount to £1,493,400. This sum is subject to later adjustment, according to the extent that the fee income of the establishments varies from that now estimated. The grants vary from £50 to the College for the Sea to £245,000 to Regent Street (London) Polytechnic.

clearly...

Special attention
given to
educational
requirements



olivetti

WATSON'S TYPEWRITERS

128, ST VINCENT STREET, GLASGOW

CITY 4444

Welsh Joint Education Committee has Justified its Creation, says Minister

Miss Florence Horsbrugh in Wales

There can be no complaint of the attention given to Welsh Education by the present Minister of Education. Following last month's announcement of the reorganization of the Welsh Department of the Ministry by which the bulk of the administrative work in the fields of primary and secondary education has been transferred to Wales, Miss Florence Horsbrugh paid an official visit to the Principality to open schools and meal centres in Cardiff and to address the Welsh Joint Education Committee and the Welsh Committee for Unesco.

Addressing the Joint Committee the Minister said she had met some of its members when they went to see her in London about her legislative proposals for voluntary schools but it was a greater pleasure to meet the whole Committee in session in Cardiff. In "Paradise Lost"

"The great Seraphic Lords and Cherubim in close
recess and secret conclave sat,

A thousand demi-gods on golden seats,
Frequent and full."

She had no intention whatsoever of comparing the Committee with that Infernal Council, but she was glad to see that their seats, if not of gold, were indeed "frequent and full."

It was an appropriate occasion. They were completing their first triennial period of work, and most of us liked an opportunity to take stock of achievements now and then. When David Hardman had delivered his inaugural address to the Committee, one of the things he had said was: "There is no doubt that the Committee can exercise a tremendous influence on the future education of Wales." He had been perfectly right that it *could*. She was delighted to find that it *had*. She believed in frankness, and said that in her opinion the Committee had justified its creation by its works, and deserved the congratulation which she ventured to offer it.

Welsh in Wales.

When the present Chancellor of the Exchequer had visited Abergale in 1942, he had reminded all Welsh educationists that they had a responsibility to save and foster the heritage of their native tongue and language. And he had also invited all local education authorities in Wales to adopt a clear language policy, so that the cultivation of Welsh should not be left to chance or to haphazard and makeshift management.

The issue of bilingualism was fundamental in Wales. We had to ensure that children were taught through their mother tongue, and that at the same time they acquired an adequate knowledge of the appropriate second language, Welsh or English, as the case may be. For here were three kinds of children to deal with. Some had Welsh as their mother tongue. Others arrived at school with only some knowledge of Welsh as a secondary language. Others again had no Welsh to start with, and had to learn it as a "foreign" language. The Minister thought that the Welsh subjects panel, and the Committee as a whole, had tackled this problem energetically and sensibly. As a result of their efforts, Oxford University had agreed to recognize Welsh as one of the languages which could be offered for entry there. And it was good to know, too, that the General Nursing Council had recognized Welsh Language and Welsh Literature as acceptable subjects for entry to the nursing profession. The Secondary School Examinations Council

had also recognized the force of the arguments the Committee had put to them. They had agreed that in future papers would be set, at the Ordinary level of the examination for the General Certificate of Education, to cater for the needs of the three types of children mentioned—the Welsh speaker, the Welsh know-er, and the Welsh learner—thereby recognizing Welsh as a "foreign" language for the purpose of this examination. She was sure that they must feel a proper pride in these achievements.

She felt that she could take a little credit herself, not for knowledge of these intricate problems, but at least for a sympathetic interest in their solution. It was because of this interest that she had authorized the re-issue of her Department's pamphlet on language teaching in Welsh schools. She had also authorized the publication of a report on the "Place of English and Welsh in Welsh Schools," which she had received from the Central Advisory Council for Education in Wales. She hoped the Committee would study it carefully, because if its recommendations were to be put into effect they would make demands upon *all* concerned with Welsh education, and not merely upon her and her officers in the Welsh Department.

Books.

"Books," wrote William Cowper, "are not seldom talismans." And neither Welsh nor English could be taught in the schools of Wales without good teaching books. She was sure that the work which the Publications Advisory Panel had been doing during the first year of its life would help the Department to find out what books the bi-lingual problems needed, what authors and publishers thought about producing them, which ones were the most suitable for publication, and whether standard and technical vocabularies would be useful for teaching purposes. The present shortage of books and materials made it difficult to render present policy effective in practice, and she believed that the very practical way in which the Panel was dealing with these difficulties proved its worth. It was encouraging to hear that it had so far been able to recommend, as suitable for school use, thirty of the eighty-seven manuscripts and books submitted for its consideration, and that it looked not only to "word content" and orthography, but also to design, illustration and general standard of production too.

Technical Education.

The Ministry relied a lot upon the Committee to help in the solution of Welsh educational conundrums. Some of the most puzzling of these concerned technical education. When the local education authorities of Wales submitted their Schemes of Further Education, they brought some of these puzzles into sharp relief. In South Wales, for instance, it had to be decided whether the Swansea Technical College should retain its regional status and continue to be the area centre for advanced work in engineering and metallurgy. In the North the relative needs of Holyhead and Bangor for accommodation and equipment for technical courses of National Certificate standard had to be assessed, as well as the desirability of one or of two centres of further education for the Llandudno-Colwyn Bay area, and the possibility of co-operation between Caernarvon and Denbigh at Llanrwst. There was the question of allocating advanced courses between the technical colleges at Wrexham and Kelsterton, the problem of co-operation



Continuous boiling
water. Side urns for

Coffee infusion and Milk storage. Fuel economy by unique
control system. Full details of this and other Bartlett
beverage service equipment on application.

G. F. E. BARTLETT & SON, LTD

BELL STREET, LONDON, N.W. 1. Telephone PADDINGTON 8222
BIRMINGHAM: 12, Whitmore Road. Tel. Victoria 1615 MANCHESTER: 530, Stretford Road. Tel. Trafford Park 0288

S.B.34

between Glamorgan and Brecon, and the most suitable site for the proposed Farm Institute designed to serve the needs of the mid-Wales counties of Montgomery, Brecon, Radnor and Merioneth. All these border problems had been referred by the Ministry to the Committee, and the Minister felt that the finest tribute that could be paid to the Committee's "sense and sensibility," and to its absence of "pride and prejudice," was to be found in the fact that its solutions in every single one of these cases had been accepted. That was a special reason why she was glad to commend, to all interested in that part of the further education field, the booklet which the Committee and the Industrial Association of Wales had produced last January under the title "Technical Education in Wales and Monmouthshire." It set out most clearly the facilities available, and it was a really useful compilation.

The Minister emphasized three points about technical education in Wales. First of all, former complaints about inadequate provision no longer bore repetition. We now could and did meet the demands of industry. Secondly, co-operation between authorities was more necessary to-day than it ever had been. This was because of the shortage of materials and equipment, and because of the lack of suitably qualified teachers. Thirdly, the special problems of the North-West and South-West. In both those areas the population was rural and sparse, and in consequence their needs could only be met by the authorities treating the task as a joint one. These three points all underlined the importance of joint effort.

Handicapped Children.

Nowhere in Wales had co-operation between local education authorities been more fruitful than in providing for handicapped children. Her Department had advocated this strongly at a conference in Cardiff in 1947, and the Committee had greatly helped and fostered it. They must all be proud of the fact that five boarding special schools had been established in recent years, and that each of them took children not from one, but from several areas. Two more of these schools were well on their way, and she hoped that the Committee would soon be able to carry out improvements to the premises of the new school for deaf children, which replaced the old Royal Cambrian School. Plans for the future were promising too. If the proposed boarding school for educationally subnormal children in West Wales, and the suggested boarding school for physically handicapped pupils in North Wales, could be established, they would be valuable complements to the physically handicapped children's boarding school for South Wales, which was to be taken in hand by Glamorgan in association with Cardiff. The Committee had helped and was helping these projects on their way most materially, and the last would be the first school of its kind to be built "from the ground" in England or Wales for many years. The Minister congratulated them on the co-operation which they had sponsored and achieved. She also congratulated those individual authorities which despite restrictions had managed to go ahead on their own with new special schools. She had heard that two day-schools had been opened, and that one of them had been enlarged. Plans for a third day-school and for a boarding school were well forward, and it was particularly pleasing to know also that Welsh authorities in general were much more alive than they used to be to the needs of children who have to be educated either in hospitals or in their own homes. Our duty to them should not be overlooked and our other pre-occupations should not allow us to be forgetful of them. She was sure she could count on the Committee to remember them, because the Committee's enterprise at Llandrindod Wells showed how deep was their concern for all handicapped children.

National Youth Orchestra.

The Committee were taking over, from the Monmouthshire Authority, the Orchestra which they and Her Majesty's Inspectors had so successfully built up. For the past four years this Orchestra had performed at the National Eisteddfod, and the greatest credit was due to all those who had organized it and encouraged it and played in it. Now it was developing as a national enterprise, and it was in that character that the Committee was assuming charge of it. This seemed to her to be a splendid example of just the sort of thing that the Joint Committee was designed to do. Nothing could be more worth while than to stimulate an interest in and the practice of instrumental music in youth clubs. Nothing could be more appropriate to Welsh traditions. Nowhere was this sort of venture likely to be as successful as in Wales.

Economies.

The Minister said she believed that there was room for economy in education, and that education must play its part in helping us through our financial troubles by ensuring that the public money spent on it was used to the best advantage. She welcomed frank and forthright criticism, and all she asked was that criticism should be informed and should do justice to the spirit of friendly co-operation which had always been such a notable feature of the relations between local education authorities and the Ministry.

Last week she had submitted to the House of Commons a Return, showing the percentage reduction or increase in the net expenditure on Main Grant services shown in the Authorities' April estimates for 1952-53, as compared with their original forecasts. Of the seventeen Authorities in Wales and Monmouthshire, seven showed an increase and ten a decrease. Naturally the figures varied, from a reduction of .2 per cent. by Breconshire to an increase of 3.5 per cent. by Pembrokeshire. Only Glamorgan reached the target reduction of 5 per cent., but Carmarthenshire and Merthyr were very near it. Some Welsh Authorities will have had letters from the Minister asking them to give details of their increases or decreases. These letters had not expressed the view that the economies were insufficient or that further economies should be made. They merely requested explanation of what had been proposed. She emphasized this particularly, because there had been a good deal of uninformed comment about them.

Electrical Instruction for Teachers

Three groups of teachers of housecraft in the London area recently attended the Headquarters of the Electrical Association for Women for three consecutive weeks for courses of specialized electrical instruction.

The lectures and practical work based on the use of electrical appliances found in the home and in L.C.C. housecraft rooms, included such subjects as "The economical use of the electric cooker" and "Water heating." The instruction was given by Miss M. E. Bailey, B.Sc., and Miss M. G. Reading, of the E.A.W. Housecraft Department.

Further series are in course of preparation. Application should be made to Miss M. E. Bailey at 35, Grosvenor Place, London, S.W.1.

The National Book League has assembled two exhibitions of "Books on the Colonies," which are now available for hiring by libraries, schools, and other interested bodies, on application to N.B.L. headquarters at 7, Albemarle Street, W.1. The larger of the two exhibitions comprises some 200 books: the smaller, containing some seventy-five books, including text books, is specially designed for schools.

3 Important factors in the installation of Fluorescent lighting equipment

DESIGN. Ediswan engineers have collaborated with some of Britain's leading industrial designers to produce a range of fluorescent lighting fittings planned to reduce to a minimum the difficulties with which the maintenance engineer must contend.

DURABILITY. Ediswan Fluorescent lighting equipment is specially cleaned and treated to ensure an anti-corrosive surface before the final finish is applied. Enamel finishes are stoved in Infra-red ovens to ensure hard, wear-resisting qualities and long life even under adverse conditions.

SIMPLICITY. Ediswan Fluorescent lighting equipment is as easy to maintain as it is to install. On the fitting illustrated removal of diffusing enclosures is effected by finger pressure on flush push buttons located in the end panels, making cleaning and relamping a simple operation.



The Ediswan Lighting Advisory Service will show you how to make the best use of this equipment. Write now giving details of your lighting problem. We will suggest a planned lighting scheme giving the correct illumination for your needs.

EDISWAN FLUORESCENT LIGHTING EQUIPMENT

THE EDISON SWAN ELECTRIC COMPANY, LTD., 155 CHARING CROSS ROAD, LONDON, W.C.2

Member of the A.E.I. Group of Companies

and Branches

Education in 1951

The Ministry of Education Reports Progress

During 1951, states the Annual Report* of the Ministry of Education, 270 new primary schools and 64 new secondary schools were completed and brought into use. At the end of the year, 854 primary and 276 secondary schools were under construction, of which 90 primary and 20 secondary schools were sufficiently advanced to be brought into use.

At the beginning of the year, says the report, the teething troubles of the earlier post-war years were beginning to disappear and the educational building programme had achieved a real impetus. There was closer co-operation between technical, administrative and educational staffs. The standard of design was improving and better value for money was being obtained. Materials were more readily available and output on the site was improving. Difficulties increased as the year went by, however, and by the Autumn, steel was very scarce and the building industry was seen to be overloaded. This led to a ban of three months beginning in December on the start of all new educational building projects. Nevertheless, during the year, over £60 million of new work was started, over £34½ million was finished, and at the end of the year just under £111½ million was under construction. The equivalent figures in 1950 were £43½ million, £27½ million and £86 million.

The maximum net costs per place for the year were set at £140 for primary and £240 for secondary schools—a reduction of 12½ per cent. on the previous year. These were maintained in spite of a general rise in building costs of 22 per cent. As a result, each school place started in 1951

required 40 per cent. less of the national resources than the equivalent school place started in 1949. On the same basis, schools started in 1951 were being planned more economically than comparable schools in the nineteen thirties.

Size of Classes.

In January, 1951, 45.9 per cent. of the children in maintained and assisted primary and secondary schools in England and Wales were being taught in oversized classes compared with 48 per cent. in 1950. Up to this point, therefore, the increase in the number of teachers and the supply of new school buildings had more than kept pace with the increase in the school population. A similar improvement cannot, unfortunately, be expected in the next few years during which the supply of women teachers is unlikely to match the rise in the population of the primary schools.

The ratio of pupils per full-time teacher was 26.7 in January, 1951, compared with 27.1 in January, 1950. The percentage of schools having a staffing ratio of thirty-five or over fell appreciably from 14.4 to 11.9. The number of junior and infant classes with more than forty pupils fell from 32,274 to 30,662, while the number of senior classes with more than thirty pupils increased slightly from 34,367 to 34,412. The number of classes with more than fifty pupils fell from 1,557 to 1,123.

School Staffing.

The total number of children in primary and secondary schools in January, 1951, rose to 5,737,698—an increase over the previous year of 86,543. The number of teachers increased by about 5,000 to an estimated total of 221,250 in January, 1952. It is clear, however, that this rate of increase cannot be maintained during the next few years. It was necessary to continue the scheme by which a maximum establishment of women teachers is fixed for each local education authority. Although the distribution of available teachers improved during the year, about two-thirds of the local education authorities in England and Wales were still, in October, 1951, unable to recruit enough women teachers to fill their authorized establishments, and there were thirty-one authorities who were 5 per cent. or more below them. The Ministry continued to urge authorities to make good the deficiency by employing as many men teachers as possible and by offering employment to married teachers and others who cannot move from their homes.

Graduate Teachers.

Between 31st March, 1950, and 31st March, 1951, the number of graduate teachers increased from about 33,000 to 34,100—an increase of about 3 per cent. There was a slight fall in the proportion of graduates among teachers in secondary grammar schools and a slight rise in the proportion in secondary modern and secondary technical schools. The difficulty in filling posts requiring graduates in science and mathematics remained. On the other hand, arts graduates, both men and women, found it unusually difficult to obtain posts during the summer of 1951 and at the end of the year there was some unemployment among them.

Selection for Secondary Education.

The report contains a summary of the methods used by Local Education Authorities in selecting appropriate courses of secondary education for their pupils. It states that there is remarkable uniformity in matters of administration and principle combined with much variety in the technique of assessment. The criteria of selection at the age of eleven plus clearly need to be based as much on native wit and promise as on attainment, which might be influenced by extraneous social and economic factors.

MITRE
RECS.
BALLS ARE
THE CHOICE
TO-DAY!



These perfectly made balls of selected quality hand sewn hide are used by the leading clubs and in Test Matches. They are ideal for school team play and will give long service and improve the standard of play.



ALWAYS
SPECIFY
MITRE BRAND
when
purchasing
FOOTBALLS

*Cmd. 8354: H.M. Stationery Office, price 6s. 6d. net.

Any lengthy or comprehensive examination is undesirable, both for the strain it would put on the child and because of its potential influence on the primary school curriculum. For these reasons the main emphasis is placed by authorities on intelligence tests, usually combined with tests in arithmetic and English. School reports, however, especially in borderline cases, give scope for taking into account the child's character and record. In almost all areas, all the children of the appropriate age (generally 11-12 years) attending maintained schools are tested, and opportunities are given to children from independent schools to participate. The actual testing procedures are diverse and show the extreme pains taken to do the best for the children, particularly those on the borderline. No authorities interview all the children, and about one-third interview none. In cases of doubt or discrepancy most authorities make use of information from the primary school and it is widely recognized that it is not merely the right but the duty of the primary school to draw the authority's attention to any case where there is tangible evidence that a decision needs review.

A number of authorities have carried out follow-up enquiries to estimate the success of their transfer procedure. While such enquiries always reveal considerable discrepancies the results are generally satisfactory. The allocation process is, however, by its very nature one which should be reviewed from time to time. It is always important that the arrangements should not only be fair, but that they should also be seen by the public, and particularly by the parents, to be fair, and changes may be needed periodically for this reason.

Further Education.

The report states that more people want further education. During the years immediately after the war, many more people than ever were attending all types of courses of further education. It was recognized that this encouraging development might be only temporary. During 1951, however, statistics began to show that it was likely that a permanent expansion had been achieved. In adult education, although there was no further notable increase in the number of students attending classes provided by Responsible Bodies, it became clear that there had been an increase since before the second world war from about 60,000 to a stable figure of about 160,000. In spite of the running down of the further education and training scheme there was a slight but encouraging increase in the number of students in technical colleges. The number of part-time day students rose by 10 per cent. to over 264,000, the interest shown by employers in the education of their young workers showed no sign of slackening and pressure for more places continued.

Work on new buildings and adaptations to the value of about £1½ million was completed.

In order to extend facilities for technical education major projects costing nearly £7 million were started, and at the end of the year the value of work under construction was about £15½ million. The substantial building programmes of 1949 and 1950 had still to show their effects and in the meantime local education authorities continued their improvisation. From one area, H.M. Inspector reported: "Disused and ancient structures are common. Premises in one place have literally fallen down. In another, the technical institute is established in the railway station offices and is getting ever nearer to the railway itself. There is now a class in one of the waiting rooms."

Health Services.

The work of the school health service continued smoothly throughout the year, apart from the school dental service. For the latter, the best that can be said is that the position did not appreciably worsen during either 1950 or 1951. In November, 1951, there were the equivalent to 716 full-time

dental officers in the service. The establishment for the first time of a national salary scale for dentists was expected to benefit the school dental service. Authorities may also be enabled to employ more dentists part-time as a result of the introduction in 1951 of a charge for dentures supplied through the National Health Service, since this may reduce the demands on dentists working in the general dental service.

Care for the Handicapped.

During 1951, thirty-seven new special schools (thirty-four boarding and three day), providing some 2,150 additional places, were opened. Compared with 1950 the total number of pupils in special schools increased from 47,119 to 49,054 and the number of full-time teachers from 3,266 to 3,490. A net increase of thirty-three brought up the total number of special schools to 634. At the end of 1950 there were some 20,000 handicapped children waiting to be placed in special schools compared with 22,000 in the previous year. These are minimum figures, however, and represent the number of children which authorities had actually ascertained as requiring special school places but had failed to place; undoubtedly many children were not included because authorities had no hope of placing them. The biggest shortage of special school places is for the educationally sub-normal, of whom more than 11,500 were waiting to be placed at the end of 1950, compared with some 17,000 already in special schools.

University Awards.

In 1951 the outlines of a more permanent peace-time pattern for University awards began to take clearer shape. The Ministry abolished the system of four-year grants under which students took a university degree course followed by a year of professional training subject to an undertaking to adopt teaching as a career, and increased the total number

ONE PAL TO ANOTHER

Dear Bill
 You've got the job at the new school. I called in yesterday but you had gone to the office.
 I had a look round while I was there & I see you've got asphalt floors & asphalt tiles. They look very nice but if you'll take a tip from me - be careful what you use on them.
 Only the other day the architect warned me off using ordinary polishes & said I should use "POLIPHALT". I believe it's specially made for asphalt.
 That time you are in the office I'd ask them about it if I were you.
 See you on Friday at the Black Bull.
 Yours Fred

BILL DID!

Now he's perfectly happy and his floors are the pride of his heart. If yours aren't looking so good, get in touch with

H. RUSSELL (SOAPS & DISINFECTANT) LTD., Kirkby Trading Estate, **Liverpool**

(Manufacturers of POLIPHALT, the APPROVED Liquid Polish for Asphalt Floors.)

of State Scholarships to 2,000 (the figure recommended by the Working Party on University Awards). The number of local education authority awards, which by the end of 1950 had reached 8,855 (compared with the Working Party's suggested figure of 7,000) increased to 10,285. In 1951 the number of publicly aided students in the year's university intake was over 13,000—more than 70 per cent. of the 18,500 students taking up places for the first time. The proportion of publicly aided students going up to Oxford and Cambridge was higher than the average.

Reduction in Ministry's Staff.

Reference is made in the report to reductions in the number of the Ministry's staff. By October 1st the total staff had fallen by 783 since the peak year of 1948, a drop of 20 per cent. In the last months of 1951 further economies were planned which were estimated to bring the numbers down by 1st July, 1952, to a figure 23 per cent. below that of 1948. The Department thus made its contribution to the reduction of civil service staffs at a time when the school population, the number of teachers, the volume of educational building, and in consequence the work of the Department, were steadily and continuously increasing.

The report contains details of the results of the first examination for the general certificate of education which was held in 1951. There are also accounts of educational developments in Wales during the year, and of the work of the Victoria and Albert Museum and of the Science Museum. The second part of the report is given entirely to nearly 100 statistical tables on public education.

New Maintenance Rates for Students at Universities

The Minister of Education last month announced increases in the maintenance rates for students at Universities. The new rates will become effective at the beginning of the next academic year and will apply to State Scholars and to holders of the Ministry's further education and training awards.

Vacation allowances will be paid automatically along with their term-time grant to all students whose parents have incomes of £1,000 a year or less after deduction of recognized charges and allowances. Students whose parents' incomes exceed this sum will not receive the vacation allowance automatically, but they or their parents will be required to make special application and in doing so furnish additional information about their resources which will enable the Ministry to assess what assistance if, any, is needed in respect of the vacation period.

There will also be a special vacation allowance at a higher rate—£43 10s. a year for Oxford and Cambridge and £35 for all other Universities—which will be paid in a small proportion of cases to students who are in special need owing to home circumstances or pressure of work, on the recommendation of University or College authorities.

The special additional rates paid to students living away from home during vacation in order to pursue an approved course of study will be increased from £2 5s. a week to £3 a week, except where the student is receiving the special vacation allowance, in which case the additional allowance will be £2 10s.

The scale used in assessing parents' ability to contribute, which at present runs from £500 to £2,200 a year will, in future, range from £450 to £2,200. This means that parents with a scale income of between £450 and £500 a year will now be required to make a small contribution for the first time, and there will also be a small increase in the contribution required of these with incomes of over £500 a year.

For holders of further education and training awards the allowance for a wife or other adult dependant will be

increased from £110 to £121 a year, and the allowance for the first child, raised from £40 to £44 a year.

In a circular advising local education authorities of the revised rates, the Minister states that she considers they are the minimum needed to enable students to obtain proper benefit from a University course. She hopes that at any rate in the case of resident students, authorities will adopt similar scales for the students they assist, and that they will also reconsider their practice of making "minor awards."

The Minister thinks it desirable that policy on awards should be considered not primarily as a matter of numbers, but as a means of making awards available for candidates who will derive proper benefit from University courses. She invites authorities to review their awards policies with this in mind, making it clear that she has not asked and does not now ask them to reduce their proposed expenditure on this service unless there are good educational grounds for doing so. She also draws attention to the apparent variations in the criteria used by different authorities in selecting candidates for awards; and she announces her intention of arranging for discussion between representatives of authorities and universities to discuss questions of selection. She states that so far as State Scholarships are concerned she is taking steps to ensure that the full number of 2,000 will not merely be offered but actually taken up in 1952. This will in effect mean an increase in the number of students going up to University with State Scholarships in October, 1952, by about 500 compared with last year.

More Teachers Wanted

The Ministry of Education announces that of the 8,000 places available next Autumn for women students at Training Colleges for teachers there were, at the beginning of May, 1,300 places remaining unfilled. Of the 2,350 places available for men students some 550 places were unfilled. These figures relate to general Training Colleges in England and Wales which offer a two-year course of training. In addition, there were seventy-five vacancies for women students in colleges offering a three-year course of training for the teaching of housecraft.

Referring to the need to fill all available places in Training Colleges, the Minister of Education (Miss Florence Horsbrugh) said recently that the problem of reducing the size of classes in schools was primarily one of the number of teachers available. As many good teachers as possible must be recruited, trained and employed as quickly as possible.

The full cost of tuition is met by grants. For day students there are also term-time maintenance allowances up to £60 per annum according to parents' incomes. Whether boarding students pay a contribution towards the cost of board depends on the means of their parents, but the cost will be met for those students whose parents' incomes are below £500 a year. Further information may be obtained from the Training Colleges' Clearing House (Dept. B), 469, Oxford Street, London, W.1.

L.A.M.D.A.

The London Academy of Music and Dramatic Art is holding a refresher course for teachers on Friday and Saturday, the 25th and 26th of this month, in the Porchester Hall, Bayswater, when the principal speakers will be Lady Violet Bonham-Carter on "The Art of Public Speaking" and Sir Lewis Casson on "Phrasing and Melody in Speech."

Other speakers will be Beatrice Forbes-Robertson, F. J. Griffiths, Gwenda Sayre, Val Gielgud, Peter Hearn, and Michael MacOwan.

Particulars from the Secretary, L.A.M.D.A., Tower House, Cromwell Road, London, S.W.5.

Recuperative Holidays for School Children

Liability of Education or Health Service?

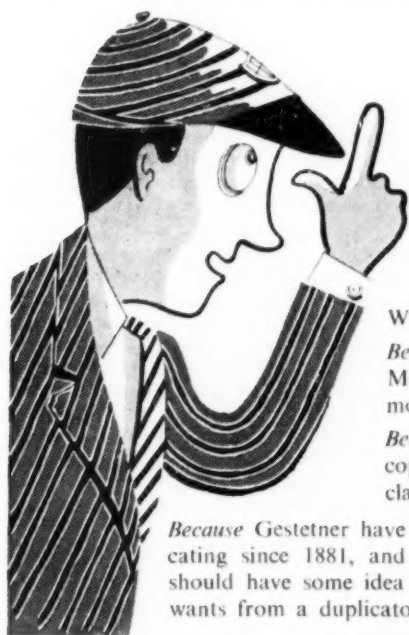
In his report on the accounts of the London County Council for the financial year 1949-50, the District Auditor deals with expenditure on recuperative holidays for school children and raises the question whether charges in the education account for these recuperative holidays of £21,951 15s. 6d. for the period from 5th July, 1948, to 31st March, 1949, and £42,886 16s. 4d. for the year 1949-50 constitute lawful charges to the education account or whether they ought to have been charged to the local health services account. He states that it seems difficult to contend that holiday home schemes are "arrangements for securing the provision of free medical treatment" within the meaning of Section 48 (3) of the Education Act, 1944. In considering whether to allow the expenditure in the education account he has had regard to the fact that the Council not only carefully considered the matter but also took steps which they deemed sufficient to establish that that Section of the Act was susceptible of their interpretation. He has decided therefore to allow the expenditure in the accounts in question but states that it must not be assumed that he will be prepared to do so again. Whereas medical treatment under the Education Act is free, the District Auditor states that when provision of holiday home facilities not providing for medical supervision or nursing care is made under the National Health Service Act, 1946, charges to parents will be recoverable to the extent that their means warrant, although for necessitous cases the Council could provide the holidays free.

Commentating on the District Auditor's views, the G.P. Sub-Committee reported to the Education Committee

that there appears to be no good reason why a recuperative holiday which provides rest, good food, fresh air, and regular hours, ordered or recommended by a doctor after medical examination as the appropriate treatment for a child should not be regarded as part of "medical treatment." Their view is supported by the Council's Solicitor, whose opinion has been confirmed by eminent Counsel.

The Sub-Committee contend that the obligation on the Council under the Education Act to make arrangements for free medical treatment includes free recuperative holidays for those school children whose condition requires that form of treatment. They are unable to accept as a statement of law that under the National Health Service Act charges would have to be recovered to the extent of the means of the parents warrant, but continue that even if it were agreed that the service could be provided under this Act free to parents, to opt in those conditions for the National Health Service Act as opposed to the Education Act would only have the effect of reducing the Exchequer grant applicable and increasing the burden on London ratepayers. They therefore recommend that District Auditor's interpretation of the provisions of Section 48 (3) of the Education Act, 1944, shall not be accepted and that the Finance and Health Committees shall be informed that in the opinion of the Education Committee the Council should continue to provide, where appropriate, medical treatment for school children by means of recuperative holidays under this section.

The Minister of Education has been asked by the Minister of Fuel and Power to advise authorities and governing bodies that it will be in their own interests and will also help to avoid transport congestion during the winter if they will promptly accept delivery of all the fuel offered during the summer months.



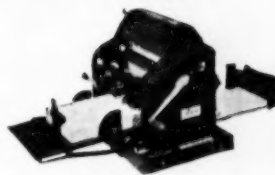
Please Sir! we need a ...
Gestetner
(most schools have one)

Why Gestetner?

Because Gestetner make a special Educational Model which does *all* school duplicating (and most of this work used to go to the printers).

Because the Gestepoint Stencil Process gives copies of drawings in minutes, and in the classroom if necessary.

Because Gestetner have specialized in duplicating since 1881, and after seventy years should have some idea of what the teacher wants from a duplicator.



Have you seen "Gestetner in Education"? Write for your copy of this interesting booklet which shows how the duplicator helps out with school routine.

In the Classroom: You can have perfect copies of drawings and illustrations in minutes.

Study Groups: The pupils can prepare their own reports, freely illustrated with charts, diagrams and scenes of local interest.

Administration: A forms and papers for internal work conveniently and quickly duplicated by the Educational Model.

The
SCHOOL GOVERNMENT CHRONICLE
and
EDUCATION REVIEW

No. 3324

JULY, 1952

THE SCHOOL GOVERNMENT CHRONICLE AND EDUCATION REVIEW is published on the 15th of each month, price 1/-, and may be obtained through any newsagent or bookseller, or by post direct from the publisher at 13/6 per annum, post free.

It is an independent journal attached to no Association or political body, and in no way restricted to the protection of special interests or to the advocacy of any policy which is not primarily for the advancement of national education.

All communications intended for publication on editorial matters should be addressed: "The Editor, THE SCHOOL GOVERNMENT CHRONICLE AND EDUCATION REVIEW, Cobham House, 21, Black Friars Lane, E.C.4." All other communications should be addressed to "The Manager" at the same address. Remittances should be made payable to "The School Government Publishing Co., Ltd.," and forwarded to the Manager.

Advertisements and correspondence relating thereto should be addressed to A. Darby's Advertising Service, Cobham House, Black Friars Lane, London, E.C.4. Telephone for all departments: City 8686-7 (two lines).

CONTENTS

PUBLIC EDUCATION SHOULD BE OUTSIDE PARTY POLITICS	Page 5
MINISTER APPROVES BURNHAM AWARDS	7
WELSH JOINT EDUCATION COMMITTEE HAS JUSTIFIED ITS CREATION, SAYS MINISTER	8
ELECTRICAL INSTRUCTION FOR TEACHERS	10
EDUCATION IN 1951	12
NEW MAINTENANCE RATES FOR STUDENTS AT UNIVERSITIES	14
RECUPERATIVE HOLIDAYS FOR SCHOOL CHILDREN	15
MONTH BY MONTH	16
AN EDUCATION OFFICER ON CIRCULAR 242	18
OUR EDUCATIONAL POLICY	22
BRICKS AND MORTAR	24
FILM STRIP REVIEWS	26
BOOK NOTES	27
MUSEUM CENTENARY EXHIBITION	30
MISCELLANY	32

METALS

etc., IN STOCK

BRASS TURNING RODS

All sizes from 1-10 in. to 4 in.

TUBES
SHEETS
WIRES
FLAT RODS

BRASS
BRONZE
IN COPPER
NICKEL
GUN-METAL

TIN, SOLDERS
GILDING METAL SHEET

T. W. SENIER & CO. LTD.

115-121, ST. JOHN STREET, LONDON, E.C.1

Grams:
"Daunting, London."

Phone:
Clerkenwell 5937 (2 lines)

Month by Month

The Minister at Douglas.

THE most notable action of the Association of Education Committees at its Annual General Meeting in the Isle of Man last month was the surprise amendment of a resolution submitted by the Executive Committee. The resolution welcomed the Minister's "maintenance of the school life" and noted with satisfaction the "repeated declarations of her determination to maintain the essential fabric of the educational service." The amendment which was carried by the meeting urged the Minister "to act in accordance with her repeated declarations . . ." The motion as re-worded could leave no one in doubt as to the Association's views on present perils and future needs. To the surprise of many who were present, the Minister made no direct reference to economy in educational expenditure until the conclusion of her address. Then she referred to the question of reductions in administrative expenditure. It was perhaps inevitable that she should confine herself to one subject of expenditure only, in view of the fact that information supplied by Chief Education Officers is still being considered at the Ministry. Miss Horsbrugh's remarks were accordingly confined to the divisional administration of education in county areas. Nearly (£2½ million is spent yearly on divisional administration. This, in the Minister's opinion was too much and raised the question whether in all cases local units were necessary. There was ground for thinking that the administrative machine was too heavy. It may, however, be questioned whether much good can be achieved by merely reducing the number—and consequently increasing the area and the population—of divisional executives. It is in any case a fact that schemes of divisional administration under Part III of the First Schedule of the Education Act, 1944, have long since been made by order of the Minister. Nor does any solution of present difficulties lie in the suggestion that local bodies of managers and governors are all that is necessary in many areas. These bodies are not appointed for any tasks other than the management or government of schools. It would be quite improper and manifestly illegal for them to act otherwise than in accordance with their own instruments and their articles or rules. It may well be, as some educationists believe, that the Butler Act sacrificed much local interest and zeal to administrative tidiness. In 1943 there were many who believed that the Part III Authorities should have been abolished or invested with the full powers in educational administration of county boroughs, according to their size. Much more recently it was realized that the question of local government boundaries should have been settled before the educational system was reformed.

* * * *

The Supply of Teachers.

THE Minister did also devote some part of her address to the recruitment and supply of teachers. It would, she said, be foolhardy to recruit more than the 14,000 teachers a year agreed by her predecessor. As she pointed out, most local education authorities had been unable to obtain their ration of women teachers. Miss Horsbrugh clearly did not favour any schemes which would "encourage the

young to think of early school-leaving as the recognized side-entrance to the teaching profession." That was her reply to the suggestion that young people leaving school at fifteen or sixteen should be given the opportunity to start preparing at once for the teaching profession. The Minister's only advice on recruitment was to get more children to follow "the full school course" up to the age of seventeen or eighteen. The Minister did not say what school course she meant. One would have been justified in assuming that she was referring to the grammar school, which alone provides full-time courses for pupils up to the age of eighteen which moreover are appropriate in content to the entrance standards of the training colleges and to the requirements of the General Certificate of Education at the Advanced Level. Miss Horsbrugh's address did, however, so closely follow that of her Deputy Secretary to the Easter Conference of the National Union of Teachers that one is bound to regard them as expressing a common policy. It will be remembered that Mr. Flemming said:

The whole field of potential candidates can and should be increased by persuading or enabling more boys and girls (in this context particularly girls) to complete a full secondary school career up to the age of nearly eighteen.

That the word 'secondary' in this context did not mean 'grammar' only was made all too clear by Mr. Flemming himself.

It can be quite correctly argued that this may well include more pupils from modern schools than the mere trickle of those who now continue their education to that age in modern schools themselves or by transfer to other schools.

This statement is difficult to reconcile with either the practice or the purpose of "modern" schools. Is the "full secondary school career" even in those schools to be regarded as continuing to the age of eighteen? If so, none of those pupils who leave such schools at fifteen or sixteen will have completed more than a part—four or five sevenths of their "full school course." Such a doctrine is an invitation of "modern" schools to plan their school careers for seven years, to the great detriment of practically all their pupils. It must be recognized too how very unlikely it is that young people who have failed at eleven and again at thirteen to show the ability and attainment required for grammar school education should, at the age of "nearly eighteen" and without such academic education be able to qualify for admission to a university or a training college. It may indeed be necessary, as Mr. Flemming suggested, to recognize "that it is not possible under present conditions to increase recruitment beyond such and such a point and to maintain the necessary quality."

Independent School Costs.

Much publicity has recently been given to the alleged "uncertain future" of independent schools. It has even been suggested that the Government should make direct money grants to these schools. It is nevertheless admitted that all reputable independent schools have such long waiting lists as to discount all present talk about their uncertain future. One need be no prophet to say that independent schools will look in vain to the Government for grant aid. A grant-aided independent school is too so obviously a contradiction in terms and in ideas. There is, however,

sound common sense in the remarks of Mr. E. H. Partridge, Head Master of Giggleswick. If a parent wished to send his boy to Giggleswick and was prepared to pay the boarding fee—assuming that the boy could pass the selection examination for secondary schools at eleven—Mr. Partridge could see no reason why the local education authority should not pay the tuition fee as if he were a day boy. In fact, some of the most progressive and enlightened local education authorities have taken this view and acted upon it. Some may limit their payment not to the tuition fee, which may be very high, but to the national standard rate recognized for inter-authority payments by the Pearson Committee. Now the Ministry of Education is not only objecting to this practice but is forcing local education authorities to abandon it. It has yet to be stated what section of the Act or what article of any statutory instrument is violated by an Authority which acts as stated above. Section 76 of the Education Act, 1944, imposes upon the Minister and the Local Education Authorities alike the absolute *duty* in the exercise of their statutory powers and duties to

have regard to the general principle that, so far as is compatible with the provision of efficient instruction and training and the avoidance of unreasonable public expenditure, pupils are to be educated in accordance with the wishes of their parents.

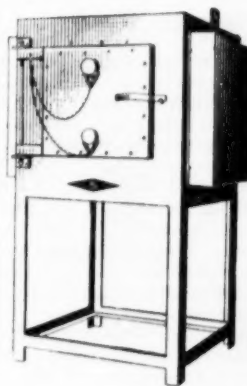
This has been called the Parents' Charter. On two grounds only may the parent's wishes be over-ruled. The payment by a local education authority without any reference to parents' income of the recognized cost

POTTERY IN SCHOOLS

There has been a constant demand for our Pottery Kilns by Schools and Artist Potters for 30 years now.

Many hundreds of our kilns are in service.

Demand is heavy and delivery may worsen but "NOW" is always the right moment to write to us for leaflet (W.72).



R. M. CATTERSON-SMITH LTD.

Adams Bridge Works . Exhibition Grounds . Wembley

Telephone

Wembley 4291

of secondary education to a parent who chooses a recognized independent school need not and indeed should not violate either of the two statutory conditions. It has been argued that the condition regarding "unreasonable public expenditure" would be infringed if all parents were thus treated. This would be true if there were enough independent school places thus filled to empty all local education authorities' school places. It will be obvious, however, that such a situation could never arise. It is not even hypothetical. It is purely fanciful. Very few parents desire to send their children to independent boarding schools. Local Education Authorities have rights and duties under Section 76. What is the position if it is admitted that the Minister is

himself failing to recognize and give effect to the "general principle" so clearly set forth in the Act? The argument that a practice allowed by the Act can be forbidden by the Minister because of some fancied consequence of some impossible abuse of it might be used to vitiate other statutory rights too. Section 36 imposes upon every parent the duty to secure the education of his child "by regular attendance or otherwise." Can it be argued that a parent may not legally secure his child's education "otherwise" than by regular school attendance, solely because of the possible consequences if all parents so acted. There seems to be a real danger of the Act being amended by purely ministerial action.

An Education Officer on Circular 242

By F.M.P.

In this and a following article F.M.P. states his case for keeping educational affairs and management under the control of the education department.

In many authorities the education accounts have been transferred to the borough treasurer's department. If not for less worthy reasons, can any other than that of symmetry or uniformity be advanced for this maximum of irritation and inconvenience to the education services themselves? They are, of course, retained there by the 60 per cent. grant. But what shifts, what hesitancy, what protracted delays, what overlapping, what waste of public moneys now succumbs to this God, uniformity, now to be worshipped everywhere in local administration.

And what art thou, thou idol symmetry?

What kind of God art thou?

What are thy rents? What are thy comings in?

Art thou aught but place, degree and form?

The borough treasurer is the chief finance officer of the corporation; certainly; and, therefore, all corporation accounts should be directly under his care. Certainly not, for neither he nor any of his staff can have one-tenth of the educational knowledge of the purposes behind those accounts. By parity of reasoning, all the detail of the secondary schools should return to the meticulous control of the education committee and their instruments of government under the Act be annulled. But the borough treasurer says, and again says, he only wishes to record, not control or allocate the expenditure. Unfortunately, the assertion has no basis whatever in fact, not the slightest. However tender and wooing in the first year of transfer was his professional attitude, in the third or tenth it is ruggedly and solidly palpable. If administration, no more than any other faithful assistant, cannot serve two masters, if we cannot, with beneficial effect tear in twain a living organism, if the nation's education after all is more vital than the uniform symmetry of accounting for that education with other local expenditure, why prostrate ourselves in abjectest idolatry before the aesthetic god? Two modern boys' schools with the same numbers on roll, will differ in their individual needs for books and stationery, for equipment and apparatus possibly in staffing, as any two living organisms can. And to subject them to the treasurer's procrustean bed is to destroy all initiative, yea, all objective in the Head and staff; a ship on an uncharted sea without compass or port. However, can any solution of the modern secondary school problem be found in a *hundred* years with such suffocation of everything vital? Nay, here stretches on every side the broad expanses of frustration, and frustration in the preparation for life of much the largest and most intricate

and obscure groups of the nation's children. Not the grammar school, with its three-hundred years' momentum, not the new technical high school, with its intellect, but the mass of the modern school, 70 to 75 per cent. of the whole future nation, ranging from good average ability to just above sub-normal level, and the only hope of any future efficiency *then*, some working solution *now* of this incomparably urgent problem. Yet, look for a moment at the environment of its administration; measure it, not unfairly, by the lengths to which this frost killing uniformity has already gone in some authorities. Nothing less than a sweeping abrogation of Schedule I—Part II—Section 7 of the 1944 Act—the spirit, if not the letter—by the council's requiring all additional appointments of school staff (or a half-day's leave of absence) to be decided by an over-ruling "establishments committee" which, except by sheer and rarest accident, knows nothing at all of the needs of any school, has no direct interest or responsibility whatever in the education of any person or persons and only functions and can function as the dead hand in the name of symmetry "all committees and servants of the corporation must be treated alike." Surely the clause is declaratory of the necessarily essential freedom of the education services—their Magna Carta—that equally in the 1921 Act stood guard over the education committee's fundamental right of control of all education matters, precisely because they are educational, and without freedom education is no more education than man without freedom is man—they "stand referred to the education committee." It is almost impossible to exaggerate the gravity of the developing position. And, though imposed by the council in the supposed interests of economy, it is decidedly uneconomical and as efficacious as a surgical operation on the heart by engineering fitters and turners: death supervenes. Even in hard cash such close-fisted control is wasteful. Just now the arguments for staff increases are palpable. A fool could not withstand them. But after arrant and almost illegal treatment such as this, who will dream in the coming years of informing such a foreign committee of any possible staff reductions? Any education officer with this existing incubus upon his administration, who fails in the future to bring the numbers in his primary school classes to reasonable limits should forthwith find other fields to plough. And the teachers' unions will then see that the *retaining* of existing staffs, to give primary teachers the elemental conditions necessary for coping with the problems of the classroom—not least the moral training—will be not at all the same as creating that



Flying Ace
TRICYCLES

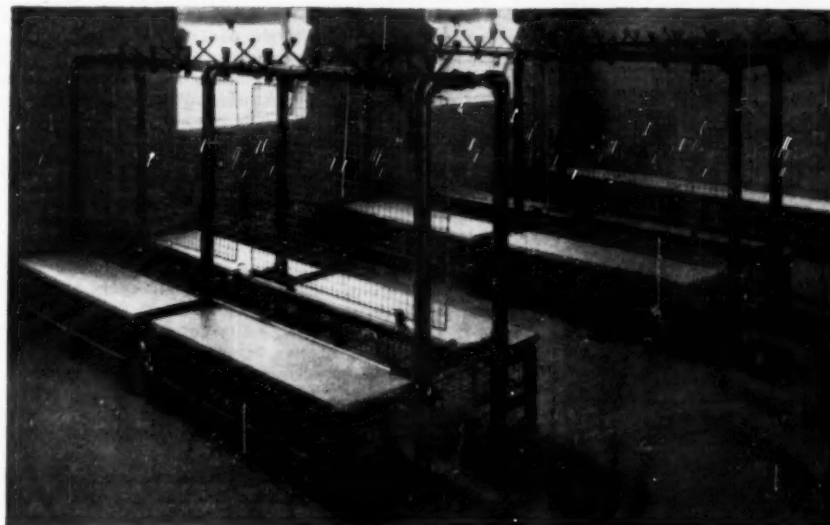
**WILL GIVE ANY CHILD THE
 GREATEST PLEASURE & EXERCISE**

- ★ Easily and safely handled by the youngest of children.
- ★ Flying Ace Tricycles are built to stand the roughest handling and yet retain all their original attractions.
- ★ Dependability already proved by Education Authorities throughout the country.

Please note our
 new address:

TWIGG

**CHARLES TWIGG & CO., LTD.,
 LION WORKS, LYE, STOURBRIDGE, WORCS.**



CLOAKROOM FITTINGS

**TO B.S.S. OR
 TO YOUR OWN
 DESIGN**

WE ALSO MANU-
 FACTURE ALL TYPES
 OF WIREWORK
 INCLUDING
 'PARAMOUNT'
 STORAGE LOCKERS
 BASKETS AND
 TRAYS

WRITE OR PHONE FOR FULL DETAILS AND PRICES WITHOUT OBLIGATION

MATTHEW SWAIN LIMITED, Wirework Department
NEWTON HEATH, MANCHESTER, 10

Telephone: COLLYHURST 2527-8

supply of teachers; hand-in-hand with their chief education officer, no little good might eventually accrue from this new son of evil, though that good is eight to ten years away. But why the over-ruling control at all with the Ministry's own "Establishment" already in the field, and in the teeth of expert advice? While being the most offensive distrust of the education committee's ability to deal with the heart of its own service, no more vicious, because alien and mechanical strictures, destroying all vitality, could be devised. And what *are* the rents of this symmetrical administration? What are its comings-in? In essence, the mulcting of the whole expenditure on education, the whole annual £850,000 by as much as professional ingenuity can, with scrupulous scraping allot to the borough treasurer's and other corporation departments in the sole interests of local rate relief? What is the urge behind the treasurer's financial machine, its inherent and governing principle? Can the education of children in and of itself play any determining part commensurate with its national importance? Nay, that is not HIS concern. On the contrary, is there an internal audit in his department? Bring the education expenditure under the system, for thereby the central authority aids the rates, and for him only incidentally swells the educational total and presses hard on vital educational expenditure elsewhere. No need to remember the Minister's annual audit, or consider the Ministry's satisfaction as adequate. Does any office in the education department wish for accounts information? In strict fact, many times per day, such that every office, in sheer desperation, keeps its own accounts and duplicates the work, if not in the same fullness, of the treasurer's department, and pays twice for the symmetrical pattern. Does any education officer long for an organic administration that will answer the most living and vital service of the nation, and six months after presenting his estimates, require to spend £100 or much less, not on his original purpose, but on a more urgent need that has just arisen? Only by the circumambulation of the treasurer's department, and the corporation's finance committee, his chairman fully in agreement, being voiceless and powerless. If these were exceptional, well; but they are the daily routine and the more frequent the more perfectly the educational administration fits the schools. Nor must it be forgotten that, in the £850,000, all proposed expenditure, even of £10, has been itemized in the "annual estimates," and every subsequent disparity of say £50 pounced upon by the internal audit, and the corporation finance committee reminded of its powers, and the education officer or his deputy—for rarely less than an hour's absence—summoned to the finance committee at an hour's notice, to explain the misdemeanor, or, to save continual unpleasantness, more frequently to seek permission to amend the original purpose, the amount remaining the same. "My new entrants," pleaded a girls' modern school head, "have suddenly become interested in making their own uniform. Could I spend £75 of the 'books and stationery' money on 'needle-craft'?" Or, "Could I," asked her colleague of a sister modern school, "have £100 for my library out of my 'apparatus and equipment'?" "I am not running the risk of waiting," interposed the head of another school, "our girls have gone mad on hockey and we're using our proceeds from the Christmas Nativity Play for those who cannot afford to buy sticks." The monthly submission of the several requisitions to the appropriate sub-committees and the committee's subsequent checking of the expenditure and accounts first and last are educational necessities in the hands of the educational officials and members of committee with one object, the efficient conduct of the schools and the schools' accounts; but between, all the interim is like a phantasma or a hideous dream, seemingly that their tortuous passage through the treasurer's department may justify the highest possible grant aid for his staff. The basic truth is that the necessarily mechanical outlook and purely arithmetical concepts of the borough treasurer's

department are at war with the equally necessarily organic attitudes of efficient educational administration, and to subject the latter to the former can only result in loss of vitality. Would that an enquiry by the Minister could compare the administration of the education accounts—the whole system, including effect on the schools—in education authorities that have retained them, with others of similar size and circumstance where they have been torn from the education department, and also with their previous administration when they were in the education department. In the comparison we would even waive the intangibles, that is the essential realities, and rest our case on the relative expenditure alone.

The instances, we submit almost at hazard, of the evil effects on the essential educational services of our modern municipal idolatry, *horribile dictu*, can be multiplied fearfully. In the teeth of expert advice speaking solely on behalf of the children, our councils will have no god but centralization; everybody must worship here, must fall down before and ardently adore the flat uniformity and symmetry, or be dubbed 'non-co-operative.' Incidentally, was not this Hitler's method and even his epithet? An education authority, over a period of years, built up an extensive system of playing fields, with dressing accommodation and bathing facilities; with it went an efficient gardening and groundsmen staff of ten men, having an expert foreman and complete turf equipment and machinery, greenhouses, cold frames, nursery beds, etc., and at its heart a growing personal intimacy between the players of the games and the ground staff—between the delight of the gardeners in really attractive school yard parterres and flower borders and a truly aesthetic education of the older primary and secondary pupils; in the more successful district of the town, every dwelling-house garden displayed the influence. But no prayers were of any avail; admittedly the service was highly efficient, of real educational value, and a glowing and delightful feature of the schools, for the area is grim in its industrial drabness. No serious claim was advanced that transfer would effect any economy, for here was an obvious case for amalgamation with the parks department, lest there remain an unrealized opportunity for the universal ritual of the county borough. The playing fields are still marked out, the grass cut, the school yard gardens turned over and planted, certainly; BUT, after the parks have had prior consideration. Whoever expected any other result even as its highest efficiency, under the deadening hand of a common uniform administration, or, expected, that is, anything other than a decided subordination of the interests of the education service to that of the parks department, and in these exacting days of soaring costs. The personal element is now crushed out, initiative stifled, the living human contact with the early adolescent boys and girls, at the very least, made subordinate to public and spectacular achievements in the town's parks. Any solid hope of any other result would need Burke's revolution in human nature. Even if the education accounts with meticulous apportionment in the treasurer's department carry only the work done on the playing fields and school garden plots and no more, what comparatively unsatisfactory returns for the educational expenditure! Precisely because the principal loss to the educational services is hidden and intangible is it the more grave. Another education authority is now awaiting the repetition of a similar proposal—it has already been mooted for the first time—that the school libraries of the two academic grammar schools and technical high schools, the ten modern schools, none the fruit of less than eight years of high professional knowledge and infinite pains, each library aiming at providing with uttermost nicety for the peculiar needs (known only to its staff) of its own pupils—awaiting like Andromeda the repeated proposal that all these fourteen distinctive school libraries, the food of which has been selected with a care by no means behind the medical dietitian's, shall be placed under the central librarian

A SERIES OF SIXTEEN

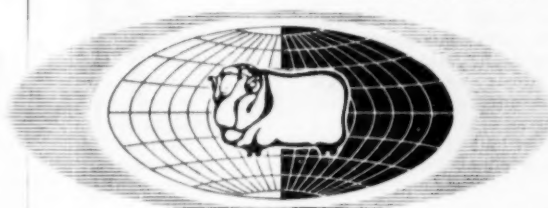
LECTURES ON WOOL

and its place in the World

The absorbing story of WOOL can be told in a series of sixteen lectures under the titles listed. The International Wool Secretariat, through its Director of Education, Raymond Keys, B.A., will arrange to send lecturers to address primary and secondary schools, teachers' training colleges, and adult clubs on any or all of these subjects, according to the type of audience, entirely without charge. As much notice as possible should be given to enable all arrangements to be made.

Graduate lecturers of the Department of Education of the International Wool Secretariat give talks covering the following subjects.

1. Growing Wool—from pasture to port. 2. Making Wool Cloth. 3. History of the Wool Trade. 4. History of Wool Textile Processes. 5. History of Commonwealth Wool-growing. 6. Geographical Development of the British Wool Industry from 1750. 7. Evolution of Fashions in Wool. 8. Wool in the Home. 9. Supply and Marketing of Raw Wool. 10. Wool Manufacture—from the sheep's back to the finished fabric. 11. Wool Cloth Construction—weave structure, design and special finishes. 12. Scientific Story of Wool. 13. Wool as a Clothing Fabric. 14. Dyeing and Printing Wool Fabrics. 15. Wool in the West of England. 16. British Sheep Breeds.

Illustrated with film strips.

Please write to the Director of Education, International Wool Secretariat, Dorland House, 18/20 Regent Street, London, S.W.1.

R.44

DRYAD CRAFT BOOKS

ARE AN ESSENTIAL PART OF THE SCHOOL LIBRARY

THIS WELL KNOWN RANGE OF BOOKS AND LEAFLETS COVERS ALL THE REAL SCHOOL CRAFTS INCLUDING WEAVING, BOOKBINDING, NEEDLEWORK, MODELLING, POTTERY, WOODEN TOY MAKING, CANEWOR, RUSHWORK, LINO PRINTING, COLOURED PAPER WORK, STENCILLING, WOOD CARVING AND ENGRAVING AND MANY OTHERS FOR OVER THIRTY YEARS THE NAME DRYAD HAS BEEN SYNONYMOUS WITH FIRST CLASS INSTRUCTION IN CRAFTWORK

1952 SUMMER BOOK LIST POST FREE ON REQUEST TO DEPT. 57

THE DRYAD PRESS LEICESTER

LONDON SHOWROOM, 22, BLOOMSBURY STREET, W.C.1

of the municipality, "as all the branch libraries have been for years." Were he a professor of education he could not, and, of course, he then would not, under any pressure, be forced into so holy and sacred a temple. But perhaps his salary, like that of the parks superintendent, would be made to reflect his wider duties. We cannot but ask how long the public loss, how long this cult is to masquerade as the child's spiritual heritage! Circular 242 calls, in our opinion, for the closest attention to this kind of administration that makes the most dreadful waste upon the estate.

(To be concluded in next issue).

Our Educational Policy

By MISS FLORENCE HORSBRUGH

Some of the main principles of educational policy were discussed by the Minister of Education, when speaking at the Annual Conference of the Association of Education Committees.

Miss Horsbrugh announced that she aimed to provide one million extra school places by the end of 1956. "This programme," she said, "in spite of limitations in the building industry and of materials, will enable us to maintain our present standards and also to make some incidental improvements in many places. It is as large a programme as we have ever had to tackle and it represents a positive and an aggressive policy. We don't merely want to maintain our standards of building and staffing and training, we want to improve them too."

1952-53, 2,000 extra special school places would be provided, more than in any post-war year except 1951. These would include nearly 1,000 new places for educationally sub-normal children and 300 for the deaf or partially deaf. "But of course," continued the Minister, "We are not satisfied yet. Many children, particularly deaf children, are still waiting for places, and I intend to give the needs of deaf children high priority. I hope also to include one or two new special schools in the programme for next year and more in the year after."

Turning to school staffing, Miss Horsbrugh said there would be no "go slow" on the training and the appointment of teachers. The recruitment policy adopted last year, involving an annual increase of 3,000-4,000 teachers, was continuing, but even with that yearly rise in numbers staffing standards could not fail to fall slightly below those of 1950. Every effort should be made to find suitable recruits for the training colleges from those who had left school some years ago, and she appealed to local education authorities to do what they could, by part-time or whole-time courses, to bring candidates of this kind back into the ways of study.

Miss Horsbrugh expressed her great concern about the testing of children at about eleven years of age for secondary education, stating that the extreme care which local education authorities devoted to this matter was most encouraging. Teachers' assessment of children's capabilities was particularly important, and we must provide full opportunities for the subsequent review of those children whose development justified it.

Referring to the School Dental Services the Minister revealed that at the beginning of May there were the equivalent of 793 full-time school dentists—more than at any time since 1949. This welcome improvement did not, however, take us back even half-way to the position at the beginning of 1948 when the figure was 921, and that was far short of what was needed to provide a fully comprehensive service of inspection and treatment. There were signs that the charge for dentures imposed by the previous Government a year ago had led to some slackening in demand on the general dental service of the National Health Service, and it was hoped that this might lead to the employment of

an additional number of dentists either full-time or part-time in the School Dental Service. The charge for treatment of adults in the general dental service which the Government had imposed from the beginning of this month would also, it was hoped, lead to the further strengthening of the School Dental Service.

"I have no intention of cutting the School Meals Service," said Miss Horsbrugh, "nor do I contemplate saving money by putting more work on the teachers. But I firmly believe that, with a more careful estimating of the essential demand and the measures needed to meet it, and with the close co-operation of teachers and administrators, we can reduce the expenditure on overheads which appreciably exceeds the gross cost of food."

"If we are to maintain these essential educational services we just *must* examine carefully the possibility of pruning our administrative costs. I am quite aware that a simple solution is impossible, but I think we should all agree that in difficult times like the present we should do all we can to cut down unnecessary spending."

Educational Drama Association

The London Group of the Educational Drama Association held its second Annual General Meeting last month at the College of Preceptors. This followed an experimental Saturday morning Children's Theatre held at the Comedy Theatre, under the direction of Mr. Brain Way (Director of the Drama Advisory Service, and Chairman of the London Group of E.D.A.).

In his forecast for 1952-53, the guest speaker—Mr. Peter Slade (Permanent Director of E.D.A.)—referred to the different types of Children's Theatre, and the new and exciting forms and shapes which were being evolved by pioneers. Mr. Slade said he believed that the turning point in Child Drama had been reached, and that, in the "move over," E.D.A. would be recognized as one of the leading authorities on Drama in Education, Children's Theatre and Adult Theatre. He went on to suggest that the London Group should make every effort to find a permanent "home" for itself—preferably a school building (such as the one which houses the Drama Centre at Rea Street in Birmingham), where experimental work could be carried on by teachers interested in E.D.A. methods.

The Annual Report referred to the variety of courses arranged during the year, from Drama in Schools—through Art and Dance—to Adult Theatre and Children's Theatre. A programme for the Autumn will be issued early in September, and is expected to commence with an important conference, and to include courses on drama in primary and secondary schools.

More School Savers

Figures issued by the National Savings Committee show that membership of school savings in groups in England and Wales is now 34.2 per cent. of the school population as compared with 32.5 per cent. a year ago. Membership increased by 179,700 to 2,044,000 in twelve months.

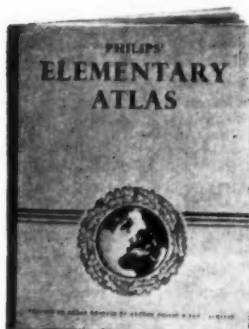
A concentrated drive to obtain further groups and group members is to be made in the schools during the week beginning September 29th next.

Regional totals for school savings group membership at the end of March last were: Lancashire and Cheshire, 309,800; West Midlands, 254,200; East Midlands, 190,200; Eastern Counties, 185,000; London, 181,800; Kent, Surrey and Sussex, 175,600; Yorkshire, 160,300; Northern Counties, 154,100; South-Western Counties, 137,600; South Wales, 129,800; Southern Counties, 125,600; North Wales, 40,000.

PHILIPS'

**ELEMENTARY
ATLAS**

91ST EDITION



An entirely new edition of
this immensely popular atlas
in which the plates have been

Completely redrawn

In the redrawing advantage has been taken
of a new technique to achieve
a very high standard of clarity in lettering
and colouring.

The changes made are in keeping with
modern educational practice :
the substitution of layer colouring
(with additional levels up to 18,000 feet)
for a combination of layer colouring and hachures ;
the introduction of a World Political Map
suitable for the Air Age ;
and the inclusion of a map of the U.S.S.R.

40 plates, providing more than 90 maps, and an Index,
10½ by 8½ inches. Manilla covers

4s. 9d.

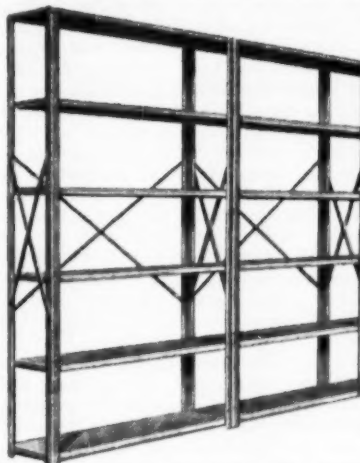
*The contents of the atlas
and the principles on which it is based
are almost identical with those of earlier editions.
Teachers already using the atlas
and requiring replacement copies can therefore
order the new edition with confidence.*

Local Editions of this atlas are available
for many areas. Write for List.

George Philip & Son Limited

30-32 Fleet Street, London, E.C.4.

NSE

OPEN TYPE RACKS

Adjustable racks
with angle up-
rights and box
formed shelves
suitably re-
inforced. Strong
and rigid.

Finished stove
enamelled green.
Standard Heights
range from 3-ft.
to 10-ft. Widths
from 2-ft. to 4-ft.
and Depths from
1-ft. to 3-ft.

Full particulars on
application.

Also makers of PARTITIONING, SHELVING, BINNING,
CLOTHES LOCKERS, etc.

NORWOOD STEEL EQUIPMENT

(London), Ltd.

44, NORWOOD HIGH ST., LONDON, S.E.27

Telephone : GIPSY Hill 1104/5

DUNLOP QUALITY MEANS**GYM SHOES**

Write for leaflet of the full range
of Dunlop Quality shoes for sports
and gym wear.

DUNLOP RUBBER CO. LTD. (Footwear Division), SPEKE, LIVERPOOL 14

IF/SP20

Bricks and Mortar

Educational Building in Wales.

Opening six primary schools and two meals centres in Cardiff last month the Minister of Education said it gave her a chance to say something about the "bricks and mortar" part of education. This had been a most important part since the end of the War because we had had to give first priority to new places for new children and new housing estates. She could understand the apprehension which her decision to close the 1951-52 building programme might have caused, but she wanted the reasons for that decision and for the revision of the 1952-53 programme, to be understood. Half the local education authorities in Wales had sent deputations to the Ministry to discuss that decision and revision. Both were really inevitable, because almost all authorities were being overloaded with work in hand. To start a whole lot of new jobs as well, before the end of last March, would have meant delay in completing those under construction. And that would have delayed the final provision of the new places needed by the end of next year.

The fact is that the capital investment for education in Wales since 1945 had been considerable. For primary and secondary schools, sixty major projects had been completed, at a cost of more than £2½ million, and these provided 13,350 new places. But seventy-five more major projects, which would cost over £6 million and would provide about 23,800 places, had not yet been finished. When all was done, nearly £9 million would have been spent on these 135 jobs, and more than 37,000 new places provided. And, of course, to all this must be added the cost and the provision of the 1952-53 programme.

The same was true of further education. Although five projects costing £110,000 had been finished, eight others which would cost £1½ million were still under construction.

So by the end of 1951 a position had been reached in Wales in which it might fairly be said that too much educational building was in progress and too little had been completed. That position was paralleled in England too, and in her opinion it justified completely the decisions which she took. With nearly £8 million of educational building on their hands, and with the 1952-53 programme on top of that, the Welsh authorities had a stiff task. And she had to make it clear that their future building programmes would depend, to a certain extent, upon the speed with which they could clear off their present commitments.

In Cardiff, up to and including the 1952-3 programme, there were sixteen major school projects costing approximately £1½ million. By last November only three of these had been finished. She was extremely glad that Cardiff had put on a spurt since then, and had completed the six schools which she was opening. But there was still quite a lot in hand. She wanted the authority to go on as quickly as possible with the two secondary schools and the primary school now being built. She also wanted them to make quick starts on the four school projects and on the engineering block of the technical college, which were all in the 1952-53 programme. There was plenty of housing to justify considerable building programmes, but in Cardiff, as in all Wales, the size of future programmes had to be justified by the speed at which the old ones were disposed of.

School Meals Service.

Wales had always been "school meals minded," more so indeed than England. By last Autumn seven Welsh authorities had reached a figure of 70 per cent. of children taking school meals. Only one English authority had attained that percentage. The county authorities in Wales had been particularly progressive, and seemed almost to have competed for the first prize. The county boroughs had not done so well, and that was one reason why the Minister was particularly glad to be opening the new meals centres at Cardiff.

Our Children.

To-day we were in an economic vortex. And unless we could get out of it, our children would suffer. This was not merely the "Land of our fathers." It was the land of our children too. It was for them that "bricks and mortar" were being used to build schools and canteens. We also had to see that we had the means to use these buildings to the best advantage. She had asked for economies, not in the essentials, but in the trappings of education. We should see that we did not over-administer, that we left as much as possible to individual initiative, and that at the same time we spent our money wisely on what was really vital to the proper education of our children.

For "bricks and mortar" were only part of the picture.

It was not her business to tell teachers what to teach or how to teach. All she suggested was that they, and all concerned with education, should aim at fostering those "liberties of the mind" which alone could turn a boy and girl into an educated man and woman. Those liberties, of independent judgment, of ability to compare the valuable with the tawdry and the trash, were becoming more and more the hallmark of the free peoples. We had to ensure that our children grew up to take their proper place among the free, in a world where millions are free no longer. "The loudest yelps after liberty," said Dr. Johnson, "come from the drivers of slaves." There was a cold wind blowing from the east at the moment. Our business, surely, was to ensure, for our children in this tempestuous world, that:

"Yet, Freedom. Yet thy banner, torn, but flying,
Streams like the thunder-storm against the wind."

A gift of a Chinese library, comprising about 6,000 books valued at many thousands of pounds, has been made to the Department of Oriental Studies in the University of Durham by Dr. and Mrs. H. N. Spalding, of Oxford. Professor T. W. Thacker, head of the department, said that many of the volumes were unique in Europe, and the library would be of great value in building up at Durham a stock of Oriental books representing one of the finest collections in the country.

E. K. Cole, Ltd., British Victor Division, exhibited the Victor Greyline 16 mm. projector, equipment and accessories, at the Conference of the National Committee for Visual Aids in Education, held at the London University last month. The Victor 16 mm. film projector is manufactured in this country and marketed by E. K. Cole, Ltd., under an agreement recently concluded with the Victor Animatograph Corporation of the U.S.A.

Order
COMPASSES and RULES *by name*

AND BE SURE YOU GET THE ORIGINAL AND GENUINE HELIX
OBTAINABLE FROM ALL EDUCATIONAL SUPPLIERS.

HELIX



B.D.H. STAINS

All B.D.H. microscopical stains are tested histologically, batch by batch, in the B.D.H. Physiological Laboratories. The tests are conducted by specialists, with every facility for examining the stains exhaustively in the particular techniques for which each is most likely to be used. Vital stains are tested in living mammalian tissue and on cultures of motile micro-organisms.

Teachers, demonstrators and practising microscopists will find useful notes on methods of staining recommended by experience in the B.D.H. laboratories, with formulæ for fixatives and stains, in the booklet of fifty pages entitled 'B.D.H. Standard Stains'. Single copies are free on request.

THE BRITISH DRUG HOUSES LTD.
POOLE B.D.H. LABORATORY CHEMICALS DORSET
 Telephone: Poole 962 (6 Lines) GROUP Telegrams: Tetradome Poole
 ST/LC/11

TRAINING FOR A NEW LIFE

Every year St. Dunstan's sends out scores of competent workers into every walk of life—telephonists, industrial workers, physiotherapists and members of many other skilled professions. But their training and lifelong welfare is specialised and costly.

A collection on Sports or Prize-Giving Day, or from a

play or bazaar, would help us to carry on training blind ex-Servicemen for useful careers.

Will your school help St. Dunstan's in 1952 or 1953? Such help would be deeply appreciated.

St. Dunstan's continues to rely on voluntary help. It has not been taken over by the National Health Service.



All information from Sir Ian Fraser, M.P.

ST DUNSTAN'S

1, South Audley Street, London, W.1

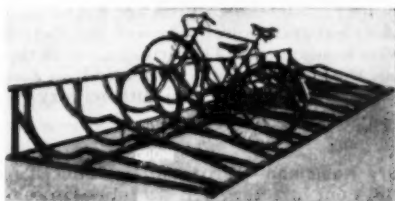
(Registered in accordance with the National Assistance Act, 1948)

ODONI
 (Regd. Trade Mark)

PARK YOUR CYCLES THE ODONI WAY

WITH ODONI (PATENT) "ALL-STEEL"
BICYCLE STANDS

TYPES TO SUIT ALL POSSIBLE REQUIREMENTS
 FOR INDOOR OR OUTDOOR USE
 SINGLE OR DOUBLE-SIDED
 HORIZONTAL OR SEMI-VERTICAL



ODONI. TYPE 4. Single-sided horizontal stand.

NO LIFTING OF CYCLES IN EITHER **PARKING** OR **REMOVAL**.

Write for fully illustrated leaflet and price list to Sole Manufacturers and Patentees.

ALFRED A. ODONI AND CO., LTD.

404/5, SALISBURY HOUSE, FINSBURY CIRCUS,

LONDON, E.C.2.

Tel. No.: MONarch 8638 '9

Tel. Add.: Odoni Ave London

(Works: London, N.W.)



*For that
 Peace
 and
 Quiet*

so essential in Schools, Offices, Public Buildings etc.

GIBBONS
DICTATOR
 DOOR CLOSER

Write for illustrated leaflet:

JAMES GIBBONS Ltd., WOLVERHAMPTON

Bronze Metal 30/-
 Dull Nickel 34/-
 Bright Nickel 41/-
 Chromium Plated 42/-
 Plus 10/- advance

New School Places in Kent

Reporting to the last meeting of the County Council on the new school places provided since the end of the war, the Kent Education Committee draw attention to the variety of ways in which this provision has been secured.

In some cases schools have been enlarged by the addition of permanent or temporary buildings. In others, large houses and other properties have been acquired and successfully adapted as schools. Apart from these, a large number of new schools have been built. New schools have also been formed in existing school buildings as a result of local reorganizations incidental to the provision of new places elsewhere in the area, with consequential educational advantages. Apart from these developments, there has been the extensive enlargement of many secondary schools as a result of the raising of the school age to fifteen, under the "H.O.R.S.A." scheme.

It is difficult to present in figures an accurate statement of the new school places obtained in this large variety of ways, says the report, but 294 major and minor building projects have been undertaken providing a total of 47,798 school places. In addition, there is at present under construction, fifty-two projects with a further provision of 14,320 places.

The Committee feel that reasonable progress has been made in meeting the most urgent post-war needs of education in the county, although much remains to be done, especially when the increased numbers of children, who are at present still under the age of eleven, reach the secondary stage of education.

What is stated to be the first National Handicraft and Hobbies Exhibition will be held in the Central Hall, Westminster, from October 30th to November 12th.

AUDIO & VISUAL AIDS

A few examples from our extensive range...

MAGNEGRAPH RECORDER. High fidelity twin-track model. Instant playback. Total duration 66 minutes. Portable and complete £69.

ALDIS "300" FILM STRIP PROJECTOR. Complete £22 11s. 6d.

SOFIL MINOR CINE PROJECTOR. For 16 mm. sound and silent films. The lightest sound film projector. Brilliant performance. Standard £105. De Luxe £120—complete.

WESTONE NEW "DAYLIGHT" SCREEN. 17-in. x 20-in. complete with adjustable projector stand £27 10s.

STELLA PRODUCTION TELEVISION. 20-in. x 16-in. picture on flat screen £165 18s.

Full information on the above or any other apparatus with pleasure.

Usual educational discounts. Installation and maintenance anywhere in Wales and border counties.

SOUND-FILM SERVICES

(Cinema Liaison, Ltd.)

27, CHARLES ST., CARDIFF TEL.: 25715

Consult the Specialists

Established 1934

FILM STRIP REVIEWS

The value of the filmstrip as a teaching aid has now become so widely recognised that it is gratifying to note that manufacturers and others are making their contribution. The National Committee for Visual Aids in Education forms the necessary link for suggestions, advice and approval and the three strips listed below were made in co-operation with the Committee.

Your Eyes—Produced for Optrex Ltd., by Basic Films Ltd. and distributed by the Educational Foundation for Visual Aids. 22 frames in colour. 21s.

A very useful strip which can find a place in the biology, physics or hygiene classes for scholars 11-15 years. It is important that pupils of this age should understand something of the wonders of their bodies, for a knowledge of the function and work of the various organs will unconsciously instil a respect for them and encourage personal hygiene. The structure of the eye and the function of each part is well dealt with, though we should have appreciated a front view of the adjustment of the iris in addition to the sectional view to make the function clearer still. The disabilities such as long sight, short sight and strabismus are illustrated with cross sections of the eye alongside a pictorial view of what is seen, and the corrective lenses are also shown. Testing eyesight and the care of the eyes form a natural conclusion.

* * *

The Story of Men's Clothes—Produced for Montague Burton Ltd., by Basic Films Ltd., and distributed by the Educational Foundation for Visual Aids. 34 frames in colour. 21s.

The strip is intended for the 11-plus age group but many of the frames are suitable for Primary School children, for the changing fashions coincide with periods of history already familiar to them. For the 11-15 age group the approach is a sociological one emphasising the following factors—climate; convention; class, occupation or profession; and invention and discovery. Much careful thought has gone to the making of this strip which incorporates much more than the title suggests, for the pictures not only portray the fashion of the time but illustrate some special events in history, so that the strip will have many uses as well as providing material for an excellent project. The illustrations are not of high artistic merit but are clear and project very well and the colour sets off the fashion to advantage. The strip deals with the gradual change from the primitive man "dressed" in animal skin to the almost uniform style of the 20th century.

* * *

14th Century Nobleman—Written and produced by Diana Wylie, 18, Pont Street, S.W.1. 29 frames in colour. 25s.

This strip will make an interesting addition to some other good strips recently produced on Mediaeval life, as its aim is more limited with consequently more attention to detail. It has been designed to illustrate only one aspect of the mediaeval times—the surroundings and way of life of an English nobleman from 1338 to the close of the century. This is the first strip to appear with illustrations based upon or copied from the illuminated manuscripts of Froissart's Chronicles, and the detail is very clear and the colours brilliant. One can trace the life of the nobleman from the page onwards, and, in addition, events in the 100 Years War and of Richard II's reign have their place. A faithful record of the fashions and customs of the period.

COMMON GROUND LIMITED

CGA B 556—Masha and the Bear.—This is the third of the "Fairy Tales of Other Lands" series planned for children up to 7 years of age but suitable for all interested in this branch of literature. This Russian Fairy Tale has a very simple theme which can be quite easily followed by the most backward child. The coloured illustrations are very well done and the sequence so obvious that even backward children should have no difficulty in retelling the story from the pictures. The script is designed to be read with the 34 frames.

CGA B 248—The Indus Basin.—The latest in the Regional Geography of the World Series and another excellent addition to the library of pictures. The strip deals with Kashmir, N.W. Frontier, Punjab, Sind and Karachi. A study of this region brings out clearly the effects of physical features on the aspects of human life, and the pictures selected are of a kind to provoke questions and stimulate thought. The need for irrigation and the effects of erosion are particularly well emphasised. Every teacher must be grateful for the very full notes—to many they will be as useful as the strip itself, and the additional "Books for further reading" saves much unnecessary searching. 46 frames; 44 page script.

CGA B 499—The Spread of Christianity. Part 3.—Along New Routes 1500–1800, a continuation of the survey of Church History. New Routes through Columbus and Vasco da Gama; New Life through the Reformation; New Life within the Roman Catholic Church; Non-Roman missions such as the Pilgrim Fathers and individuals such as Schwartz, Wesley and Whitefield; the effect of the French Revolution; the Industrial Revolution in Britain and the Missionary awakening. This brief outline shows how interesting is the material in this fine strip of 38 frames including 9 maps and diagrams. Very useful for advanced classes in Sunday Schools and Adult organisations as well as for Secondary Schools, Colleges and Universities.

National Council of Aviculture Schools Competition

A panel of experts on Pet Cage Birds met in London recently to decide the prize winners from among nearly 2,000 boys and girls throughout the country who had submitted paintings, essays, bird cage designs and examples of embroidered handwork, in a competition organized by the National Council of Aviculture. This competition was launched with the object of popularizing the keeping of pet cage birds, and to teach schoolchildren the proper care and attention required in keeping domestic pets.

Over 300 schools from sixty counties in England, Scotland, Wales and Northern Ireland participated. The prizes were very apt—a canary or budgerigar to every winner. The national prize winner for boys was 10½ year-old Derek Fothergill of Gravesend, Kent, who submitted a watercolour painting of a blue and grey budgerigar. The national prize winner for girls was 14 year-old Margaret Green of Seaford, Sussex, whose entry was an illustrated album contained in a linen cover on which was embroidered a study of four budgerigars.

A special national prize for Scotland was awarded to 14 year-old Robert McCall of Kilmarnock, Ayrshire, for a beautiful coloured wood carving of a budgerigar perched on a twig.

The prizes were presented to the national winners on June 25th when Sir Richard Haddon, President of the National Council of Aviculture was present and addressed the audience, which included boys and girls from London schools which had taken part in the competition, and congratulated them on the high standard of their work.

BOOK NOTES

Handbook of Child Law (fourth edition), by John Stevenson and Laurence Hague. (Pitman, 40s. net.)

This book was originally published under the title of *Handbook for School Attendance Officers*, and under this title it established itself as a valuable work of reference for all engaged in this branch of work. Under the new title the scope of the book has been widened to cover the many legislative changes which have taken place during the last few years. The third edition was published in 1945, after the passing of the Education Act of 1944. The new fourth edition has involved a further major revision and includes the texts of the Children and Young Persons' Acts, The Children Act, The Adoption Acts, and the Criminal Justice Act, of 1948. This book remains a standard work of reference on all matters connected with the law relating to Children and Young Persons.

Religion in the Nation's Schools, by Dr. Basil A. Yeaxlee. (R.E.P.; 1s.)

The question of whether or no religion should be taught in the nation's schools has exercised the minds of educationists, politicians and Church leaders alike for several generations. Ironically enough, the subject at one time aroused the bitterest controversy among the Churches, so much so that what was called the "secular solution" was at one time seriously advocated by educationists and politicians. The present compromise, due to more tolerant relations between

SCHOOL BEDSTEADS

STRONG, STURDY &
ROBUST IN EVERY PART



WOOD & METAL
FURNITURE
FOR INSTITUTIONS
& SCHOOLS

W.1131
OAK BEDSTEAD

2" - 1½" PILLARS, PLYWOOD PANELS 16" DEEP, FITTED
6 BAR SPIRAL OR DIAMOND MESH. HEIGHT OF HEAD
3' 0". HEIGHT OF FOOT 2' 0". HEIGHT OF SEAT 1' 2".

HOSKINS & SEWELL LTD.
BORDESLEY, BIRMINGHAM, 12

Tel.: VICTORIA 2340

T'grams: 'HOSKINS' B'HAM

the Churches, and embodied in the Education Act of 1944, is held by most people concerned to be a good working plan.

Everyone concerned with the subject will be deeply interested in this pamphlet by Dr. Basil A. Yeaxlee. Here a leading authority has reviewed the question of "Undenominational Christianity and Moral Training in the English School System" in a masterly way, and has provided in short compass an authoritative document of value.

* * *

Speaking in Public, by S. H. Wood, C.B., M.C. (National Association of Girls' Clubs and Mixed Clubs; 6d.)

This pamphlet is eminently practical and should appeal, not only to leaders and members of youth organizations, but to everyone who has, on some occasion, to speak in public.

Mr. Wood, who has recently been appointed Joint General Secretary of the Association, was from 1910-1945, at the Board (Ministry) of Education and was Private Secretary to three Presidents of the Board of Education. It may be of particular interest that he was a member and Secretary of the McNair Committee on the Training of Teachers and Youth Leaders.

* * *

American Agriculture, by A. N. Duckham, C.B.E., M.A. (H.M.S.O.; 2s. 6d.)

Looking over the hedge or over the Atlantic is all one in these modern times. There will, therefore, be a good deal of interest in this new Ministry of Agriculture publication. It provides the technical and commercial background to American farming, and directs attention to those aspects of the American agricultural scene which may hold positive (or negative) lessons of potential value to British farmers. The essential differences between the U.S.A. and Britain—in size, history, climate, soil, natural resources, social "set-up," and systems of land tenure—are bound to influence their respective agricultural economy and practice.

The author served as British Agricultural Attaché in Washington from 1945 to 1950 and during that time travelled all over the U.S.A., thus being able to observe farming at first hand in each of the forty-eight states. He deals with the Geographical and Social Background, Rural Organization and Agricultural Services, Production Techniques (covering soils and fertilizers, crops and grass, livestock, buildings and machinery) and with Farm Organization and Labour Economy. Statistics giving acreages of crops, numbers of livestock and machines, etc., are included.

* * *

Shore Fishing for Lobsters, Crabs and Prawns, by B. H. Faunthorpe. (Seeley Service, 15s. net.)

It is part of the pernicious aftermath of the war that most of us have not yet recovered the art—if we ever had it—of enjoying ourselves. Unless an activity can be justified on some utilitarian ground, even if only that (as with the drinking of a certain beverage) it is "good for us," we feel vaguely ashamed of being engaged in it. "Messing about" at something for the sheer fun of doing it still sets up a guilt complex, as though we ought to be occupied with matters of more import to the nation. Mr. Faunthorpe's book has no such guilt complex. It is quite useless—except that it might lead us to an occasional succulent morsel or tasty breakfast. But even here, as the author ruefully remarks, "Optimistically we hope for a giant lobster or a monster eel, or to make an astonishing catch of prawns, but we are seldom rewarded. There is always the next time." The book has not even the merit of being scientifically reliable, for again to quote the modest preface, "My remarks are not based on observations careful in the scientific sense, but I hope I have not been unduly careless for a layman; and if I have sometimes served up conjecture as a fact, I must ask to be forgiven." No, this is not a "useful" book; it is something much better—a delightful

book. Anyone taking a family holiday by the sea would be fortunate indeed to have this knowledgeable, enthusiastic guide to give point and pleasure to his or her explorations among the pools and gullies. There are fascinating chapters on clothes and equipment, fishing grounds and the best methods of catching the various denizens of the foreshore. There are many beautiful "action" photographs in which one can almost taste the salt tang of the sea and feel the warmth of that holiday sunshine on the back of one's neck. Yes—a delightful book which will be read with as much pleasure by the man who has never handled a net or gaff in his life as by the experienced shore fisherman. To be confidently recommended also as an addition to the school library. (The book is strongly bound and printed on heavy, durable paper.)—C.

* * *

Geography in the Secondary School. (The Geographical Association, 2s. net.)

As a "design for living," here is the geography teacher's ideal. He or she will read with wistful longing the description of the geography room. The room should be a little larger than the normal classroom and equipped with tables and chairs rather than desks. The wall facing the class should be mainly covered by blackboard and map, picture pinning space. There should be a pulley or clip device for hanging wall maps. A suspended globe is useful, but probably another on a stand or a "rolling" globe is desirable also. There must be shelves for the library, cupboards for the storage of specimens and other equipment, a plan press for Ordnance Survey sheets, and a suitable display case for the "museum." All free wall space should have a surface suitable for pinning up newspaper cuttings, pictures and maps. A glass-topped tracing table lit from beneath is valuable. The room must be fitted with blinds or dark curtains and if a permanently fixed screen is used it might be located in one corner at the front for diagonal projection... there is a strong case for the accommodation of the school projector in the geography room. A film strip projector should certainly be permanently in the room and a collection of film strips kept in racks and shallow drawers for easy selection must be part of the equipment.

Viewed against the background of Circular 247 this will provoke among all but the fortunate few a mirthless laugh. Despite this gap between ideals and reality, the Report performs the most useful function of setting standards towards which the teacher of geography may work. After examining in general terms the place of geography in education and the essentials of good geography teaching the authors get down to the planning of a secondary school course embracing both classroom and "field" work. There follows the chapter on equipment—much of which is possible within straitened educational budgets. The report is full of useful suggestions for projects and other ways in which the subject can be brought to life and given significance. The authors have a sincere belief in the contribution their subject can make to a liberal education, and no teacher of geography could read their report without gaining much in both stimulus and ideas.—C.

* * *

Classified German Unseens, selected by H. S. Evason, M.A. (University of London Press, 3s. 9d. net.)

A collection of more than a hundred short passages for unseen translation, arranged on the same lines as the author's *Classified French Unseens*. At the beginning of each section there is a useful word list dealing with the subject-matter of the section—the sea, war, nature, etc.—and the thirty or so narrative passages at the end have comprehension questions added of the kind found in papers at the General Certificate (Ordinary) level. The passages are mature and well varied and should be useful for adult non-vocational classes as well as for examination purposes. C.

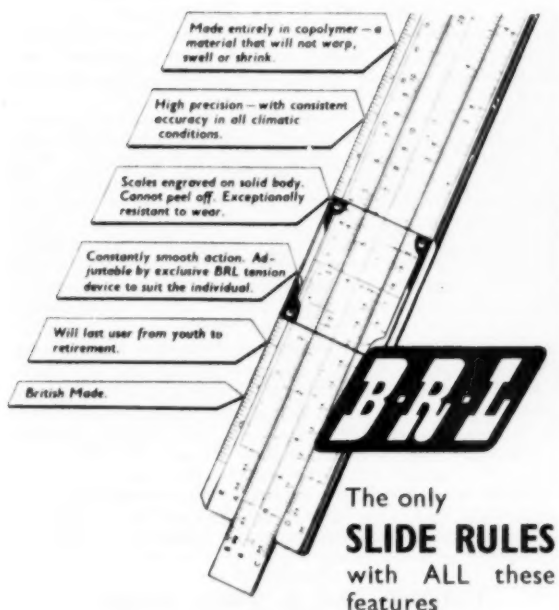
School & Nursery
**FURNITURE
 & EQUIPMENT**



THE BEST IN THE WORLD

Craftsmanship in Design & Construction

R.W. WHITTLE LTD. MONTON, ECCLES, MANCHESTER
*Suppliers to the Leading Educational
 & Public Authorities throughout the world*



- Made entirely in copolymer — a material that will not warp, swell or shrink.
- High precision — with consistent accuracy in all climatic conditions.
- Scales engraved on solid body. Cannot peel off. Exceptionally resistant to wear.
- Constantly smooth action. Adjustable by exclusive BRL tension device to suit the individual.
- Will last user from youth to retirement.
- British Made.

BRL

The only
SLIDE RULES
 with ALL these
 features

An excellent rule—Ask for BRL

Students', General Purpose, Log-Log, Advanced
 Mathematicians', Electricians'

From leading drawing office suppliers and stationers.

Made by BLUNDELL RULES, LTD., Chaul End Lane, Luton, Beds.



LET YOUR PUPILS MODEL THEM IN

'Plasticine'

REGD

First class for all classes

'Plasticine' enjoys widespread popularity amongst children of all ages. Instructive and constructive, 'Plasticine' is clean, long-lasting, easy to handle, and available in 16 colours. Also available—'Plastone'—the new self-hardening modelling material. Harbutt's Sealing Wax, Chalks and Crayons. Full details on request.

HARBUTT'S PLASTICINE LTD.

Bathampton

Bath

Somerset



The Royal Navy needs only the best

There are excellent opportunities in the ROYAL NAVY for boys leaving school between the ages of 15 and 17½ years.

Examinations for apprenticeships in the mechanical branches are held thrice yearly.

For those not of a mechanical bent the Seaman Branch offers varied careers with every prospect of promotion.

For full information

please write to D.N.R. (Dept. 9, W9), Admiralty, S.W.1

Museum Centenary Exhibition

Information sought about Old Masterpieces.

Over the past year the Victoria and Albert Museum has been conducting a nation-wide search for the most elusive of all antiques—namely, those of the recent past.

The search has been inspired by the fact that this year marks the centenary of the foundation of the Museum's original ancestor the "Museum of Ornamental Art." It was felt that there would be no more appropriate way of commemorating the occasion than by initiating an attempt to salvage the masterpieces of Victorian and Edwardian decorative art before it is too late. The results of the search, which is still continuing, will be shown in a large Exhibition which will be held in the Museum in the autumn.

The search is not for those everyday productions which are popularly associated with Victorianism—the paper-maché chairs and bead-work antimacassars—for quantities of these still exist and there is little danger of their disappearing; but rather for the work of the pioneer designers whose furniture, textiles, carpets, pottery and so on, set the changing standards of Victorian and Edwardian taste. It is their work which may well be prized by future generations and which is now rapidly disappearing. Every year reduces the number of surviving examples and makes their discovery more difficult.

It is easy enough to get information about the original production of these objects, for contemporary periodicals and archives are full of details; but the problem is to find what has become of them now, for, as a result of changing fashions and the dislocations caused by two wars, few of this class of Victorian and Edwardian furnishings are still in their original position or ownership. In most cases the only available information is stored in the memories of elderly people who can reconstruct from their childhood memories the history of particular objects. But the ranks of those whose memories go back far enough are diminishing very rapidly, and though the Museum's investigations have only been going on for twelve months, more than a dozen valuable informants have already died since they were first contacted, and in a number of other cases the research workers have succeeded in tracking down possible helpers, only to find that they had died a few months earlier.

The most curious aspect of the search is that the majority of the material is in the hands of people who are unaware of its importance. Thus one of the only surviving examples of furniture designed by Owen Jones, the decorator of the Crystal Palace, has been discovered in use in the Sergeant's Sitting Room at a Police Training College, and the only surviving fragment of a particularly interesting late-Victorian curtain-fabric has been found stuffed in the letter-box of an elderly lady to keep out the draught.

In some cases the most unlikely clues have proved useful. For example a passing reference in a now defunct trade paper of 1881 indicated that a well-known mid-Victorian designer had probably had his furniture designs executed by a leading—and still surviving—firm of locksmiths. The firm itself, when approached, pleaded complete ignorance of the designer or of any furniture, but a careful search through eleven old scrap-books kept at the works confirmed the information, and led to the suspicion that one of the original directors might once have possessed some of the furniture. Though his possessions had been dispersed at his death, his son vaguely remembered a curious sideboard, and finally, three more enquiries tracked it down to a Mission Hostel into whose possession it had finally passed. The ultimate owners were, of course, entirely unaware of its interest.

In too many cases such persevering research leads only to disappointment, as in the case where a photograph in a journal of 1892 suggested that a leading Victorian poet had once, unknowingly, possessed a buffet of particular interest

as being one of the earliest examples of English furniture influenced by the fashion for Japanese designs in the 1870's. His son, himself a leading man of letters, was approached, but had ruefully to admit that the piece in question, having remained in the family beloved but unattributed for nearly seventy years, had quite recently been broken up and used to construct a boot-box. Similarly, enquiries have shown that an esteemed West-end club quite recently sold to a scrap-metal dealer what was probably the only surviving fender designed by Alfred Stevens, the great Victorian sculptor. When purchased in the 1860's it had no doubt been a prized possession, but in the course of ninety years its significance had been entirely forgotten.

Of all the material being sought, it is furnishing fabrics which have proved the most elusive. Unfortunately many of the leading fabric manufacturers have kept no samples of their past productions, with the result that the only surviving specimens are fragments and lengths forgotten in attics or bottom drawers. It is not surprising, therefore, that many of the most attractive cretonnes, velveteens, Madras muslins, and woven tapestries designed by such original artists as Lewis F. Day, Heywood Sumner, C. F. A. Voysey, and M. H. Baillie-Scott, have disappeared as completely as if they had never been produced. The same is equally true of carpets and wallpapers.

Furniture, silver, and jewellery are much more likely to have survived, but in most cases unrecognized. Where, for example, is all the furniture designed by Bruce Talbot, whose work set the standard for all British furniture design between 1870 and 1880, or the silver of C. R. Ashbee and the jewellery of Matthew Digby Wyatt, first Slade Professor at Cambridge? Even grand-pianos are difficult to trace. What has happened, for example, to Sir Lawrence Alma-Tadema's celebrated marble piano, inset with vellum sheets ready for the signatures of eminent musicians? It was last heard of in 1935. Or, where is the grand-piano which Ford Madox Brown, the pre-Raphaelite painter, decorated with scenes from "Lohengrin," or the extraordinary round—or almost round—piano designed less than fifty years ago by Sir Edwin Lutyens? None of these has so far been traced.

Perhaps the most unexpected difficulty has been to trace the work of the only two living designers, who, both being now well over eighty, had already established their reputation in the Edwardian period and will, therefore, be included in the Exhibition, namely, Sir Ambrose Heal and Sir Frank Brangwyn, R.A. For example, the most interesting suite of furniture ever designed by Sir Ambrose Heal, which created a sensation both at the Paris Exhibition of 1900 and the Glasgow Exhibition of 1901, has completely disappeared, and it has so far proved quite impossible to locate a single one of the remarkable carpets and rugs designed by Sir Frank Brangwyn at the turn of the century.

The Exhibition does not open till the autumn and there is, therefore, still time for many unsuspected and forgotten masterpieces to be unearthed. The Museum authorities are hopeful that as the purpose of their search becomes known, private individuals will come forward with information about missing pieces, and they have, therefore, compiled a list of those designers whose work they are anxious to find. This list can be obtained by applying to the Organizer of the Exhibition, Mr. Peter Floud, Victoria and Albert Museum, S.W. 7.

TEAKWOOD SEATS for SCHOOL GROUNDS

Single seats for

MEMORIAL, PRESENTATION OR COMMEMORATION
with Carved Inscription or Engraved Plate

BARLOW, TYRIE & CO.

96, WOODHOUSE ROAD, LEYTONSTONE, LONDON, E.11

UNSEWERED AREAS

"RACASAN," an entirely new, patented fluid has been specially formulated for use in pail and chemical closets. It is odourless in use, germicidal and an active deterrent to flies. It has a unique cleansing action on the interior of the closet, is non-corrosive, not scheduled as a poison and has no flash-point.

Scientific reports and opinions which fully substantiate our claims are contained in our book "Unsewered Areas—A new contribution to the problem" which may be obtained on request to our Technical Division. Our Advisory Service is available to help in Sanitation and Hygiene problems and will welcome your enquiries.

RACASAN  LIMITED

Specialists in Sanitation and Hygiene
CROMWELL ROAD, ELLESMERE PORT, CHESHIRE
also at LONDON and LIVERPOOL

See our exhibit at the Building Centre, 26, Store Street, London, W.C.1.

FAMOUS FOR OVER 130 YEARS
FOR

OVERALLS



HIGHEST STANDARD OBTAINABLE
IN MATERIAL AND WORKMANSHIP
GIVING EFFICIENT PROTECTION

Increased production facilities now enable us to accept more orders for our popular range of Industrial Overalls. Special attention and designs are available for School Meals Services, etc. Your enquiries are welcome and will receive our best attention.

**MILLER, RAYNER & HAYSOM
LIMITED**

LORENZO DRIVE, LIVERPOOL, 11

Direct Overall Suppliers to Leading Industrial Concerns and H.M. Government

Ryders'

LAWN GRASS SEEDS

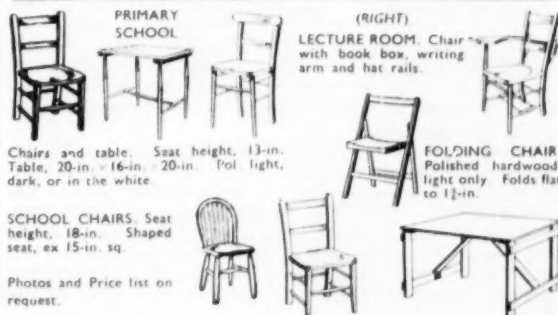
are relied upon in all parts of the
British Isles for the making and
renovation of School Playing Fields

REMEMBER—RYDERS' also supply:

**GARDEN SEEDS
FERTILISERS, etc.
BULBS
NURSERY PLANTS**

Write for catalogue to:

RYDER & SON (1920) LTD.
ST. ALBANS, HERTS.



HARPER-WYCOMBE LTD.
Temple St., High Wycombe. Tel. 2359

BLACKBOARD RENOVATOR

To
"Freshen
Up,"
Blacken,
and
Water-
proof.

Sample
Free



BLACKBOARD PAINT

Use
where
surface
has worn
away.

Sample
Free



T. WEBSTER & CO., LTD.

Makers of the largest and best varieties and sizes of ink powders, also liquid inks, gums, pastes.

"DIAMINE" WORKS, TARIFF ST., LIVERPOOL, 5, ENG.

A New Development in Puppetry

The Twelfth Roel Summer School of Puppetry to be held at Guiting Power, near Cheltenham, from August 12th to 26th this year will study the Rod-and-Glove Puppet. This is a new kind of puppet, invented by the Russian puppeteer, Efimova. It arose from her desire for a puppet as easily controlled as the Glove Puppet, but less limited in movement. A full length figure was evolved, part Glove, part Rod. The Americans have found this puppet most useful in School and College work, because the figures are quickly made, and have a wide range of dramatic gesture, which makes them an excellent medium for plays. The direct control of head and body also makes them easier for the amateur to manipulate than the more remotely controlled marionette figure. A French artist is now working with this type of puppet in Paris. It is thought that when the possibilities of this puppet are understood in England, they will be more widely used here. The various forms of Rod Puppet which are closely allied to this kind of puppet will also be included in the Course.

Tuition will be given in the construction of the puppets, and each student will make two or more figures: but the main purpose of this Course is the production of plays with these puppets, for it is their dramatic qualities which make them so attractive. The whole gamut of production will be covered from choice of play and designing of puppets and stage sets to the finished show with an audience.

The School is run by the Roel Puppet Theatre under the direction of Olive Blackham, and with the assistance of outside instructors.

Application for enrolment should be made to: The Secretary, Roel Summer School, Guiting Power, near Cheltenham.

Pictorial Review of United Nations Work

The wide range of activities of the United Nations and its agencies in all parts of the world is illustrated in more than 300 photographs in a new booklet, *Looking at the United Nations*, published by the U.N. Department of Public Information.

Distribution of food to Korean refugees . . . United Nations observers on duty in Greece and Kashmir . . . Count Folke Bernadotte in Palestine shortly before his assassination . . . the work of the United Nations' Commissions in Libya and Eritrea . . . technical assistance projects in Bolivia and Haiti—earthquake relief in Ecuador . . . the work of the United Nations' International Children's Emergency Fund—these are the subjects of some of the photographs.

Other pictures show meetings of the General Assembly and the various Councils and Commissions, delegates from each member nation, and the Secretariat at work in the new Permanent Headquarters in New York. All the photographs have been selected from the collection in the United Nations' photo library, but the pictures selected are necessarily only a small sampling of the more than 34,000 photographs in the library.

Her Majesty the Queen has become patron of the Boys' Brigade.

MISCELLANY

A special donation of £500, "intended as a tribute to the memory of the late King George the Sixth," has been received by the National Association for Mental Health from the Clothworkers' Company.

London County Council's method of free education is making education almost a farce," says Miss Oliver Fountain, who has returned to Sydney, Australia, after 3½ years' teaching in Britain.

Two new titles in the Old Thatch series of readers for young children of seven to nine, written by Enid Blyton and published by W. and A. K. Johnston, Ltd., of Edinburgh, are "Old Testament Stories" and "New Testament Stories," price 1s. 6d. each.

The 1952-3 season of the Ernest Read Orchestral Concerts for Children will take place in the New Royal Festival Hall. The series will be opened by Solomon on October 18th and a splendid group of artists and orchestras will be taking part in programmes. Schools will be interested to find that works set for the General Certificate in Education have been included.

The estimates of the Education (Scotland) Fund indicate that a sum of £26,120,000 will be available for grants to Education Authorities in respect of their financial year 1952-53. This sum exceeds by £765,000 the closely estimated cost of the grants payable in respect of the year 1951-52, states a Circular from the Scottish Education Department.

The Ministry of Works announce that four scholarships have just been awarded under the Building Apprenticeship and Training Council Scheme. The scholarships are tenable for degree courses at Manchester, Cardiff or Leeds Universities, or for Higher National Diploma courses at various Technical Colleges throughout the country. The grants cover fees, examination, expenses and maintenance allowances.

On Sunday, June 8th, seventy Hungarian teachers received the title of "Outstanding Teacher," and a cash prize of 3,000 forints. The first Sunday in June is now set aside as "Teachers' Day," and will henceforth be celebrated annually throughout the country. It marks an increased prestige in the social position of school teachers, whose average pay has increased three-and-a-half times since the currency reform in 1946.

S. TYZACK and SON, Ltd., TOOL SPECIALISTS,

341, 343, and 345, Old Street, London, E.C.1

We make a speciality of Complete Equipments.

Catalogue Free to Institutes and Manual Instructors.

THE EDUCATION AUTHORITIES DIRECTORY, 1951/52

THE MOST COMPREHENSIVE REFERENCE BOOK TO NATIONAL EDUCATION AND SCHOOLS IN GREAT BRITAIN.

ADMINISTRATIVE PERSONNEL, SECONDARY SCHOOLS, FURTHER EDUCATION INSTITUTES,
SPECIAL SCHOOLS, TRAINING COLLEGES, ADULT SCHOOLS, APPROVED SCHOOLS, ETC., ETC.

OVER 500 PAGES

21/- post free

Demy 8vo

FROM ALL BOOKSELLERS OR DIRECT FROM:

THE SCHOOL GOVERNMENT PUBLISHING COMPANY, LTD., Cobham House, London, E.C.4

OFFICIAL ADVERTISEMENTS

PUBLIC NOTICES

DI AF (RESIDENTIAL) SCHOOL FOR CHILDREN—three years onwards. Speech, lip-reading, thorough education.—Ingle-side, Tilehurst Road, Reading.

SITUATIONS VACANT

RESIDENT MASTER required September in boys' preparatory school : Maths. throughout : previous experience : good discipline. Headmaster, Harecroft Hall, Gosforth, Cumberland.

HARROGATE.—WALDERNHEATH GIRLS' SCHOOL
Cornwall Road

Applications are invited for the post of **RELIEF INSTRUCTRESS** at this Junior Approved School for 45 girls. The person appointed will be required to relieve in the kitchen and assist with general supervision and recreational periods. Games and/or Music an advantage.

Salary, £270 by £12 to £306 p.a., plus £104 extraneous duties, less £78 for board residence. If a teacher, Burnham scale.

Apply, with full particulars and copies of three testimonials to the Headmistress.

THE MINISTER OF HEALTH invites applications for the post of Head Teacher (Woman) for mentally defective children and young female adults at Rampton Hospital, Retford, Nottinghamshire. Candidates must be qualified teachers with knowledge of special methods of teaching mental defectives and be not less than 25 or more than 45 years of age.

Duties.—The Head Teacher will be responsible to the Medical Superintendent for the teaching and training of a small group of children, of varying mental grade, and of selected young female adults whose mental defect shows itself mainly in disordered conduct. She will, be assisted by a school nurse trainee who has, at present, experience of such patients in handicrafts training and sports.

Salary will be in accordance with the recommendations contained in the Report of the Burnham Committee dated 1951, including the appropriate Head Teacher's Allowance and an additional pensionable allowance of £20. The post is pensionable under the Teachers (Superannuation) Act, 1925.

Application forms and further particulars can be obtained from the Secretary, Ministry of Health, Division I(3), Savile Row, London, W.1, and must be completed and returned to him not later than the 9th August, 1952.

Intending applicants may visit the Hospital by appointment with the Medical Superintendent.

SITUATIONS WANTED

TUTOR, M.A. Cantab. (ex Harrow) seeks position with Preparatory, Grammar or Public School. Available immediately. Box 7962, School Government Chronicle, 24, Black Friars Lane, London, E.C.4.

ANCILLARY SERVICES

CAMPBELL COLLEGE, BELFAST

Wanted—RESIDENT ASSISTANT LADY COOK for September 1952. Must have good knowledge of cooking for numbers. Salary according to experience. Apply to the Catering Supervisor.

MISCELLANEOUS ADVERTISEMENTS

DUPLICATING/TYPING. MABEL EYLES, 395, Hornsey Road, N.19. ARC 1765/MOU 1701.

SCHOOL MAILING SERVICE.—Envelopes, etc., machine addressed to 20,000 schools in Great Britain at 42s. 6d. per 1,000. Seven-day service. Write for price lists to 98, Kingston Road, London, S.W.19, mentioning this publication.

THEATRICAL COSTUMES.—Reduced rate for Schools. Ajax, 44, Wilkinson Street, S.W.8.

TOILET ROLLS (medicated). Bulk supplies offered at special prices.—Shirley Paper Co., Ltd., 472, Stratford Road, Birmingham, 11.

Incorporated as a "Limited" Association for the Promotion of Art and not for Profit
ESTABLISHED 1861

L. A. M. D. A.

(London Academy of Music and Dramatic Art)

Principal : MATTHEW FORSYTH

Refresher Course for Teachers

FRIDAY, JULY 25th, and SATURDAY, JULY 26th

Speakers include :

LADY VIOLET BONHAM-CARTER

on "The Art of Public Speaking"

SIR LEWIS CASSON

on "Phrasing and Melody in Speech"

also

BEATRICE FORBES-ROBERTSON

VAL GIELGUD

GWENDA SAYRE

F. J. GRIFFITHS

PETER HEARN

MICHAEL MACOWAN

All enquiries to : Secretary, L.A.M.D.A., TOWER HOUSE, CROMWELL ROAD, LONDON, S.W.5. Tel : WES 9603

HOLIDAY ACCOMMODATION
WHERE TO STAY

AMBLESIDE (Lake District). Broadlands Private Hotel. Quiet comfort, good food. Brochure on request. Phone : 2136.

BRIGHTON.—St. Julien, Sillwood Place, West Pier. H. and C. Free parking. From 5 gns. Phone : 21512.

DINARD (Brittany).—Hotels Crystal : De La Mer : Michelet (and Villas). June and September from 23s., inclusive. Garage and tennis free.

FINHAUT.—Very beautiful Swiss village, high and bracing, close Mont Blanc. Good hotels from 17s. 6d. per day, inclusive. Easy journey London. U.K. Representative—Mr. C. Rackett, 8, South Drive, Middleton-on-Sea, Sussex. Tel. : 2812.

FOREST OF DEAN, SEVERN, WYE VALLEY.—Littledean Guest House Littledean, Glos. Beautiful forest and river scenery, 80 rooms, grounds 12 acres. Dancing, billiards, tennis, bowls, putting, riding, walks, tours. Board-residence, from £6 0s. 0d. Special period terms. Brochure gratis. Phone : Cinderford 2106.

HOLIDAYS. Country Guest House and Farm. Scenery, Television, comfort. Brochure. "New Lodge," Hanbury, Staffs. (Sudbury 364).

LAKE DISTRICT.—Board residence, H. and C. in bedrooms, good food, moderate terms.—Allerdale, Eskin Street, Keswick. Phone : 255.

LONDON.—Leinster Court Hotel, Leinster Gds., Lancaster Gate, W.2. Paddington 6088. Nr. Queensway Tube. H. and C., gas fires. Lift. B. and B. 19s. 6d. and 35s. En Pension fr. 5 gns. single, 11 gns. double.

LONDON, S.W.1.—St. George's Private Hotel, 25, Belgrave Road, Victoria. Vic. 8070. 3 mins. Victoria and Coach Station. H. and C., E. Fires. "A.T.M. Radio," B. and B. 15s.—Props. : Mr. and Mrs. F. T. Brand.

PAIGNTON.—Albany Court, Polsham Park. Delightful Hotel, own grounds, veritable suntrap. 4 mins. on level sea, shops. Garage, sun-lounge, H. and C. Interior springs. Terms moderate, send for tariff. Phone : 57278.

Fashion
SERVICES

WHEN VISITING LONDON, please call in our Showroom and inspect our publications and fashion services.

Fashion Journals, Subscription Services, Dress Stands, Scissors, Technical books on Dressmaking, Tailoring, Pattern Cutting and Grading, etc.

★ **R. D. FRANKS, LIMITED,**
Market Place, one minute from Oxford Circus, London, W.1.

The World's Greatest Bookshop

FOYLES
★ FOR BOOKS ★

New, secondhand, and rare Books on every subject
Stock of over three million volumes

Subscriptions taken for British and overseas magazines

119-125, CHARING CROSS ROAD, LONDON, W.C.2

Gerrard 5660 (16 lines) ★ Open 9-6 (inc. Sats.)

FOR ADVERTISING SPACE

in the School Government Chronicle.

Please apply to the sole advertisement Contractors :

A. DARBY'S ADVERTISING SERVICE

COBHAM HOUSE, 24/26, BLACK FRIARS LANE,
LONDON, E.C.4.

Tel. : CITY 6686

Grams : DARBIADS, CENT., LONDON



**THE 'HAPPITIME'
SAND & WATER TROLLEY**

36-in. by 18-in. by 15½-in. Unspillable tank, fitted with safety type drain tap, mobile when required. Plywood top converts tank to table.



THE 'HAPPITIME' SWING

1-in. o.d. tubular steel frame, with white cotton rope and polished hardwood seat. Folds away when not in use.



'PLAY SAFE'

SPECIAL EQUIPMENT—
for the happiest days
of their lives . . .



THE 'HAPPITIME' JOY BOAT

Strong and sturdy, with comfortable canvas seats, hand-hold rails and foot-rests, and safety check rails.

ALL our equipment is constructed on sound engineering principles and is designed to give the greatest ease and pleasure with the maximum safety. Stove-enamelled to the customer's choice of colour.

Supplied to numerous education authorities.

Obtainable from the manufacturers—

HAPPITIME
Products Ltd

—or through School Contractors

BELGIAN MILL • ROYTON • Near OLDHAM
LANCASHIRE Tel: MAIN 7157